

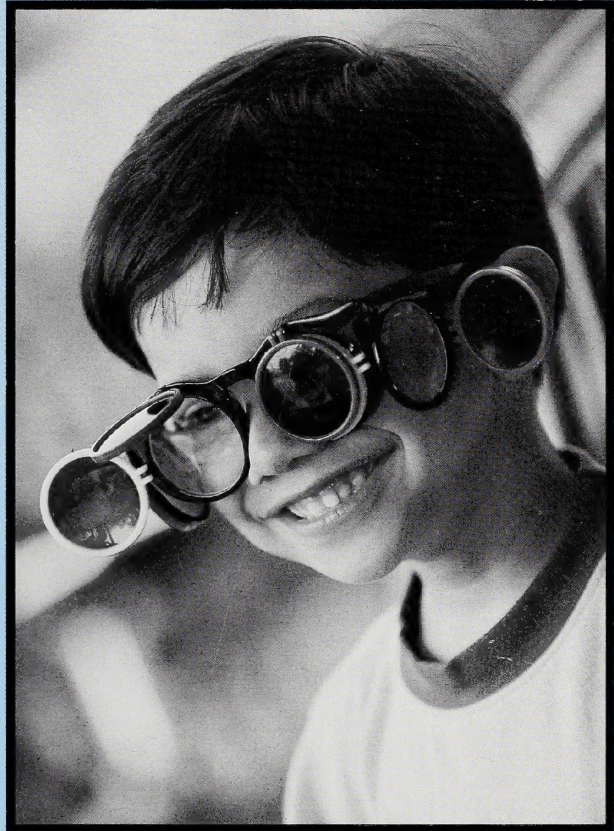
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Thematic Module 2A

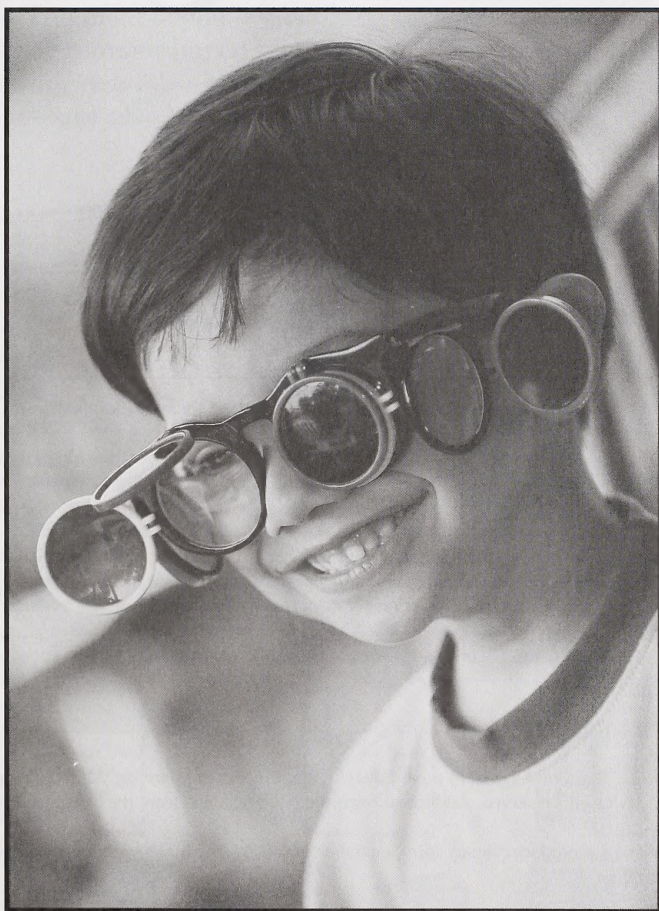


Imagine That!

Thematic Module 2A

Imagine That!

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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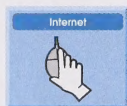
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Module 2A: Imagine That!
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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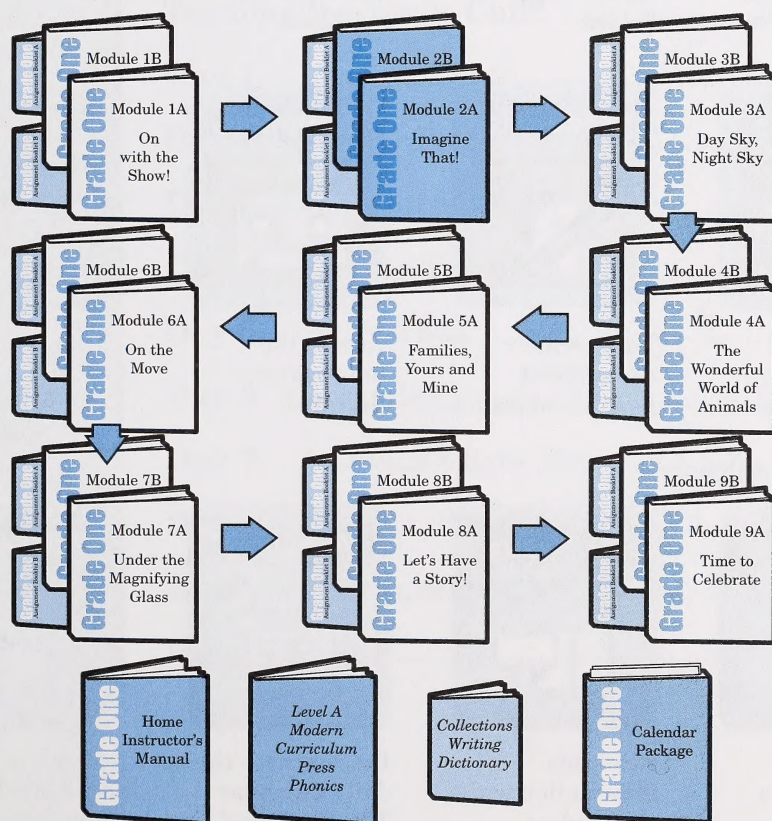
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Course Overview: Basic Components

Welcome to Module 2 of the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

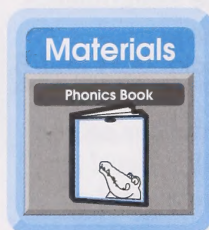
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

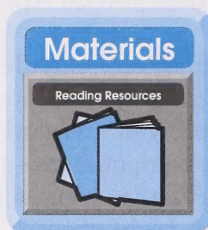
Icons: Materials



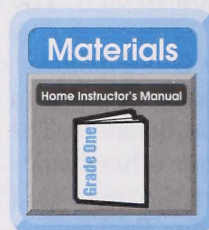
Turn to the *Level A: Modern Curriculum Press Phonics* book.



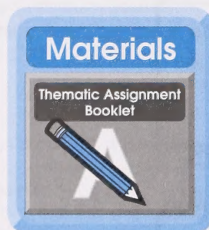
Place an item in the Student Folder.



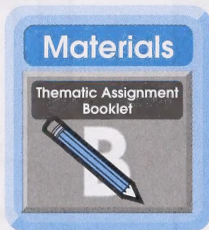
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



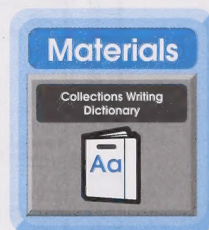
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.

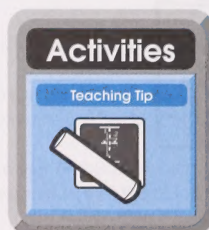


Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)

Contents

Thematic Module 2 Overview	1
Module Web Chart	2
Module Skills and Concepts	3
Module Materials	5
General Supplies	6
Student Folder	7
Additional Resources	8
Teaching the Whole Child	10
Day 1 Imagine That!	11
Day 2 Special Places	32
Day 3 Just Outside Your Door	53
Day 4 Treetop Thoughts	72
Day 5 Fancy That!	87
Day 6 Dreamland	106
Day 7 A Dream Come True	126
Day 8 I Want to Be a Cat	141
Day 9 Up, Up, and Away!	159
Image Credits	178



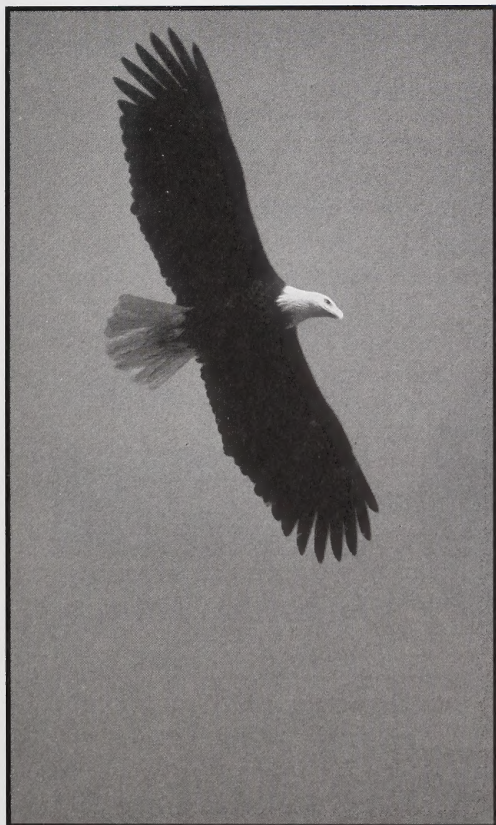


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Module 2 Overview

Imagine That!



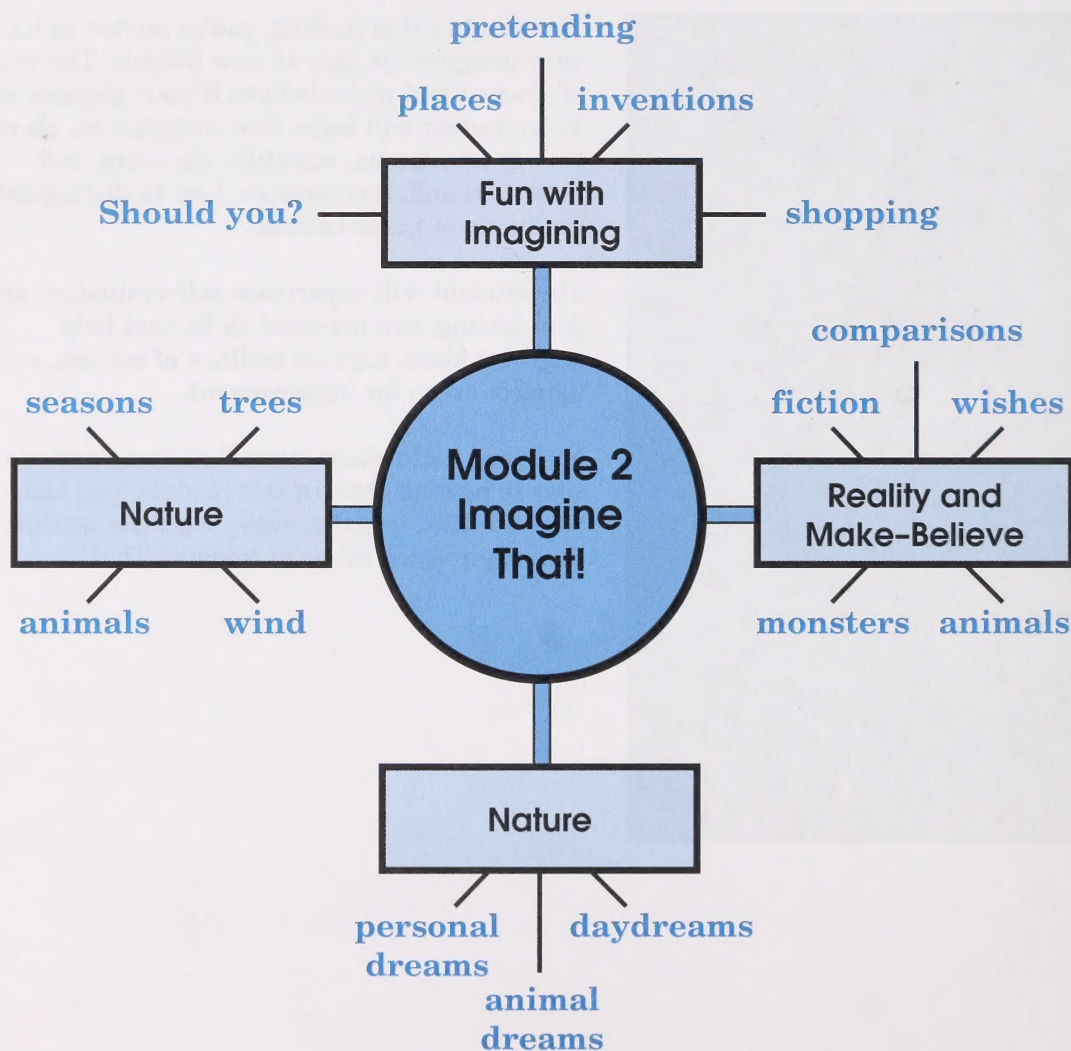
Welcome! In this module, you're invited to let your imagination soar to new heights. The world of dreams and make-believe is your playground. Your student will learn how imagination plays a part in art, drama, scientific discovery, and invention and, furthermore, how to distinguish reality from make-believe.

The student will experience self-evaluation and goal setting, two personal skills that help organize ideas, express feelings of success, and identify areas for improvement.

You need enthusiasm as well as imagination to soar to new heights. In this module, you and your student, in partnership with the teacher, can inspire each other to *Imagine That!*

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

In this module, students will learn how imagination contributes to language, art, drama, scientific discovery, creative ideas, and personal growth. Learning builds on previous knowledge, so if a child finds material exciting and motivating, there is no telling how much growth is possible. You can't anticipate exactly how far this module may take your student, but the skills and topics listed below indicate many possible learning outcomes. You and your student can only Imagine That!

Language Arts Skills

- **Reading**—Use reading strategies (previous experience, prediction, picture reading, letters and sounds, word families, meaning, predictable patterns, rhymes, rereading, reading on); demonstrate comprehension skills (answer questions and “read between the lines,” self-correct when reading does not make sense, recall and retell favourite stories); build vocabulary; read a variety of imaginative materials (poems, stories, songs, charts, webs); and read orally with expression.
- **Writing**—Write about topics of study; write creatively (stories, poems, reports, booklets, rhymes charts, webs, titles); demonstrate awareness of capital letters and end punctuation; work with rhymes, rhythms, and sounds in pattern stories and poems; and write about own ideas and experiences.
- **Speaking**—Use complete sentences; share personal experiences; brainstorm; talk about recent learning; make observations about experiences; increase vocabulary, for example, descriptive and science words; speak with appropriate volume, expression, and clarity; and contribute to discussions.
- **Listening**—Listen for sounds and rhymes; follow directions; listen for details and information; listen and respond appropriately to others; and be attentive and interested during listening.
- **Viewing**—Be attentive and interested in information presented visually; and talk about interesting aspects of media text and pictures that have been viewed.
- **Representing**—Use visual representations to retell, recall, and create stories, poems, rhymes, charts, and booklets.
- **Printing**—Identify and print capital and lower-case letters; and print words and sentences.
- **Phonics**—Discriminate **a** as in **apple** and the consonant sounds of **d, g, l, w, qu, v, x, y,** and **z**; and review the consonant sounds of **b, c, d, f, g, h, j, k, m, n** and **p**.

- Spelling**—Attain mastery of the spelling words **and, a, an, can, at, and of**.
- Sight Words**—Attain mastery of the high-frequency words **you, at, of, that, this, in, is, it, if, for, was, on, are, as, have, with, his, one, two, three, and by**.
- Health and Life Skills**—Set goals; generate ideas for self-improvement; self-evaluate goals; and state preferences.
- Mathematics**—Sequence events within one day and over several days; and name in order the days of the week.
- Science**—Explore and investigate; predict; identify and manipulate materials; make observations; illustrate; select appropriate materials for construction; build things; evaluate design and use of materials; and recognize that products are developed for specific purposes.
- Drama**—Foster imagination; become aware of body and voice as instruments of expression; explore and express large and small body movements; develop techniques for relaxation; develop concentration; recognize and trust intuitive responses; understand and express emotion appropriately; and respond to stimuli, for example, music, art, and literature.
- Physical Education**—Demonstrate body awareness through movement, including shape, balance, and transfer of weight; demonstrate space awareness through movement, including direction of personal and general space; demonstrate movement sequences; and experience success and enjoyment through dance activities.
- Music**—Recognize and respond to changes in music (volume, pitch, rhythm, melody, harmony, and tempo); move to the beat; improvise movement to literary pieces and classical music; sing in tune; participate in singing games and action songs; and listen to instrumental and vocal music.
- Art**—Use modelling clay, paint, wax crayons, and construction paper to explore and apply methods in drawing, painting, print making, and sculpture during Project Time activities.

Technical Skills

- Computer**—Use developmentally appropriate computer programs; and apply guided research skills on the Internet.

Note: Students are not expected to master all of these concepts and skills at this time but will work toward mastery throughout the program.

Module Materials

Books

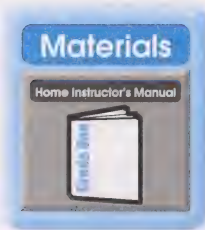
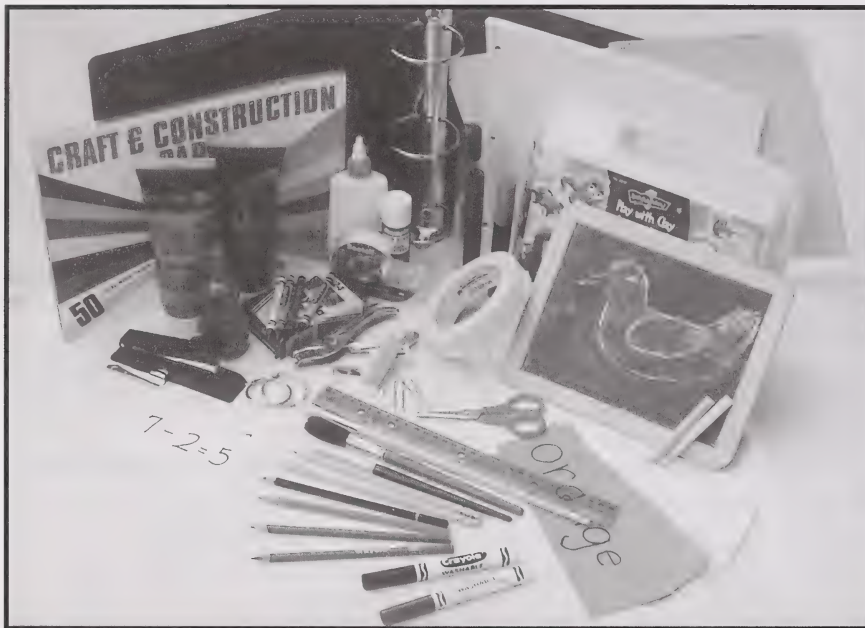
- *Level A: Modern Curriculum Press Phonics*, selected pages
- *Collections Writing Dictionary*
- *Big or Little?* by Kathy Stinson
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
- *Collections: It Looks Like*
- *Collections: Once upon a Time*
- *Collections: Time to Play*
- *Collections: Too Silly!*
- *Collections: Where Do Words Go?*
- *Collections: With a Friend*
- *Jillian Jiggs* by Phoebe Gilman
- *Jump In*, Nelson Anthology
- *Toes in My Nose* by Sheree Fitch
- *Where the Wild Things Are* by Maurice Sendak

Audio Resources

Classics for Children with Arthur Fiedler and the Boston Pops (compact disc)
10 Carrot Diamond by Charlotte Diamond (audiocassette)

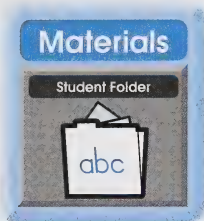
General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.

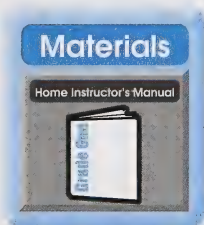


See the Home Instructor's Manual for further information on the Master List of Required Materials.

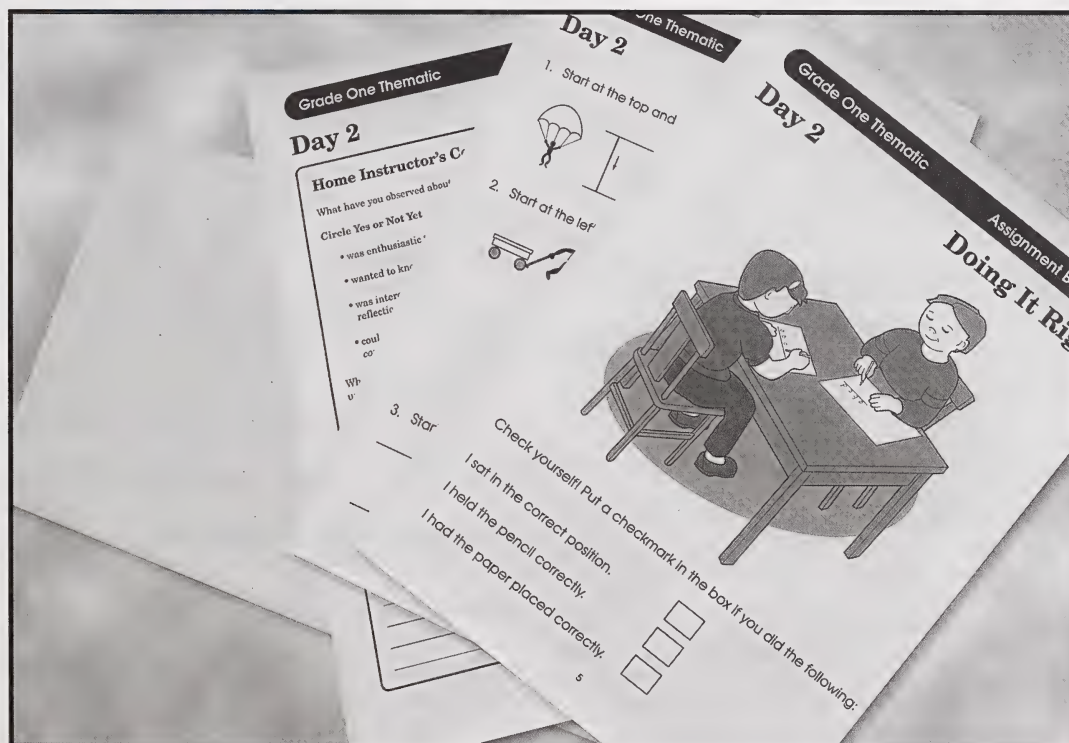
Student Folder



Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

Begin this module by taking stock of the suitable resources you already have. Then visit a library for materials to enrich your study. Following is a list of suggestions by topic. You may find others. Ask your librarian for assistance.

Fiction Books

Alphabet

Aardvarks, Disembark! by Ann Jonas
Alfred's Alphabet Walk by Victoria Chess
Anno's Alphabet by Mitsumasa Anno
ANTics! An Alphabetical Anthology by Cathy Hepworth
On Market Street by Arnold Lobel

Cats

A Cat's Tale by Rikki Cate
And You Can Be the Cat by Hazel Hutchins
Dragon's Fat Cat by Dave Pilkey
Have You Seen My Cat? By Eric Carle
Hi Cat! By Ezra Jack Keats
Millions of Cats by Wanda Gag
Moonbeam on a Cat's Ear by Marie-Louise Gay
The Owl and the Pussycat by Edward Lear
The Snow Cat by Dayal Kaur Khalsa

Comparisons

Big and Little by Steve Jenkins
Biggest, Strongest, Fastest by Steve Jenkins
David's Father by Robert Munsch

Dreams

Baby Dreams by Eugenie Fernandes
The Berenstain Bears and the Bad Dream by Stan and Jan Berenstain
The Berenstain Bears in the Dark by Jan and Stan Berenstain
Dorothy's Dreams by Kady MacDonald Denton
Dreamcatcher by Audrey Osofsky
Dreams by Ezra Jack Keats
Grandfather Twilight by Barbara Berger
Quilt of Dreams by Mindy Dwyer
There's a Crocodile Under My Bed by Ingrid and Dieter Schubert
There's a Nightmare in My Closet by Mercer Mayer

Flight

The Balloon Tree by Phoebe Gilman
The Big Balloon Race by Eleanor Coerr
Curious George and the Hot Air Balloon by Margret Rey
The Little Boy and the Balloon Man by Brad McCracken

Imagination

Abuela by Arthur Dorros and Elisa Kleven
Alphabet Soup by Kate Banks
And to Think That I Saw It on Mulberry Street by Dr. Seuss
The Balloon Tree by Phoebe Gilman
Cows Can't Fly by David Igrim
The Flying Dragon Room by Audrey Wood
Grandma's Walk by Anna Grossnickle Hines
Harold and the Purple Crayons by Crockett Johnston
I Wish That I Had Duck Feet by Theo LeSieg
No Dinosaurs in the Park by Dorothy Joan Harris
Should You Ever? by Robert and Marlene McCracken
Those Green Things by Kathy Stinson
Waves in the Bathtub by Eugenie Fernandes
What Can You Do with a Shoe? by Beatrice Schenk de Regniers
When You Were Little and I Was Big by Priscilla Galloway
Who Wants a Cheap Rhinoceros? by Shel Silverstein

Fiction Books (continued)

Lessons

The Berenstain Bears and the Truth by Stan and Jan Berenstain
The Berenstain Bears Forget Their Manners by Stan and Jan Berenstain
Strega Nona by Tomie de Paola

Nature

All the Places to Love by Patricia MacLachlan
The Giving Tree by Shel Silverstein
Red Leaf, Yellow Leaf by Lois Ehlert
The Seasons of Arnold's Apple Tree by Gail Gibbons

Rhymes

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.
Hop on Pop by Dr. Seuss
One Fish Two Fish Red Fish Blue Fish by Dr. Seuss
Sometimes I Wonder If Poodles Like Noodles by Laura Numeroff
There's a Wocket in My Pocket by Dr. Seuss

Wind

Chinook by Sharyn Marston
Follow That Hat by Pierre Pratt
Gilberto and the Wind by Marie Hall Ets
Millicent and the Wind by Robert Munsch
Simon and the Wind by Gilles Tibo
Walt Disney's Winnie the Pooh and the Blustery Day by Teddy Slater
The Wind and the Sun by Tomie de Paola
The Wind Blew by Pat Hutchins

Wishes

The Fisherman and His Wife by The Brothers Grimm
Gluskabe and the Four Wishes by Joseph Bruchac
Please Try to Remember the First of October by Theodore LeSieg
Sylvester and the Magic Pebble by William Steig
Wait and See by Robert Munsch

Non-Fiction Books

Animals

The Hippopotamus (Animal Close-Ups) by Michel Denis-Hout and Christine Denis-Hout

Crafts

Playing with Plasticine by Barbara Reid

Inventions

100 Inventions That Shaped World History by Bill Yenne
The Light Bulb (Inventions That Changed Our Lives) by Sharon Cosner
Snap, Button and Zip: Inventions to Keep Your Clothes On by Vicki Cobb
What's Inside?: Great Inventions by Hilary Hockman

Music

Cinderella by Walt Disney
Pinocchio by Walt Disney
Sharing a Story by Bob Schneider
The Wizard of Oz by Walt Disney

Poetry

Hailstones and Halibut Bones by Mary O'Neil

Wind

Wind (Science Emergent Readers) by Susan Canizares
Feel the Wind by Arthur Dorros
What Makes the Wind? by Lawrence Santrey

Internet

Nursery Rhyme Websites

<http://www.zelo.com/family/nursery/>
<http://www.mamalisa.com/house/>

Author Websites

<http://www.berenstainbears.com>
<http://www.phoebegilman.com>
<http://www.acs.ualgary.ca/~dkbrown/k6/fitch.html>



Imagine That!

imagination store: a term you can use to help your student visualize the mind filled with ideas and thoughts

Today's activities will take you into the fascinating world of make-believe. Get ready to visit an **imagination store** during Language Arts. Your student will use personal ideas to write and illustrate a sentence.

You'll read *Jillian Jiggs*, a book about a girl who loves to dress up and pretend. You might also read "My Kangaroo," a poem to add stock to your child's imagination store.

Where will imagination take you today?



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 2A
– Day 1: Printing A
- *Jillian Jiggs* by Phoebe Gilman
- *Collections Writing Dictionary*

Math Time

- See Mathematics Module 2, Day 1.

Silent Reading

- books, magazines, or other favourite reading material

Project Time

Modelling an Imaginary Person or Animal

- commercial or homemade modelling dough
- *Playing with Plasticine* by Barbara Reid (optional)
- *Zoom In* (optional)

Let's Look Back

- Thematic Assignment Booklet 2A
– Day 1: Learning Log

Story Time

- mutually chosen reading material
- “My Kangaroo” from *Toes in My Nose* by Sheree Fitch (optional)



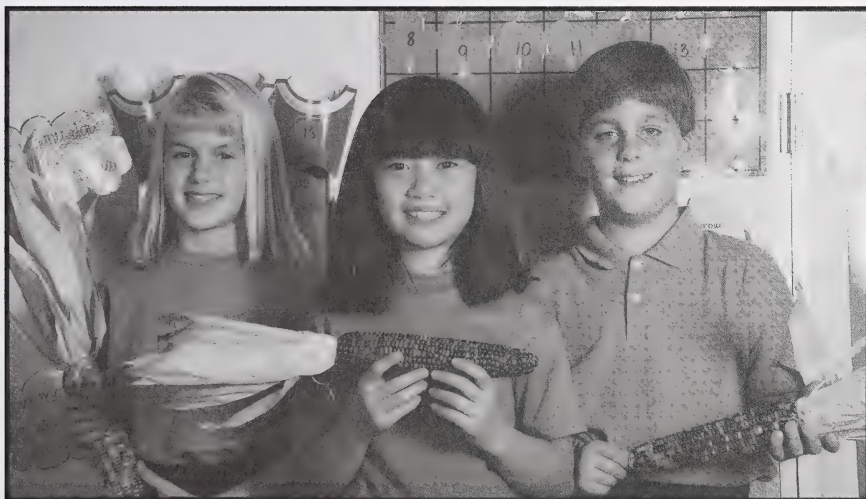
Calendar Time

Time recommended: 10–30 minutes

Calendar activities and materials vary from day to day, but you could keep the basic calendar supplies together. Most of the required materials are in the Appendix of your Calendar Package.



Calendar Time activities help students develop a sense of order and time by learning the days of the week and the seasons of the year. Highlight family events on the calendar to make this process more meaningful.



If your calendar from Module 1B is still current, proceed with your usual calendar routine. If this is your student's first Calendar Time or if this is the first day of a new month, refer to Preparing for Calendar Time in the Calendar Package and extend Calendar Time to about 30 minutes.

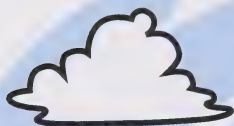
forecast or prediction:
someone's guess, based on knowledge and experience, about what is going to happen

Beginning today, listen to a radio or television weather forecast and then discuss the weather. Explain that a **forecast** is a **prediction** about the weather.

Have the student draw a small weather symbol to match the prediction on the current calendar date. Monitor the weather throughout the day to see if it matches the forecast.

Following are sample weather symbols to guide your student in creating personal ones.

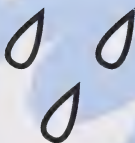
Weather Symbols



cloudy



sunny



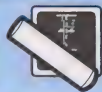
rainy



snowy

Activities

Teaching Tip



Throughout Grade One Thematic, you will observe your student's progress. There is a focus area to observe each day. Every few days, you will complete a Learning Log of your observations.

Read Focus for Today to find out what to look for and whether there is a Learning Log. When there is, you can preview it in the Thematic Assignment Booklet.

Focus for Today

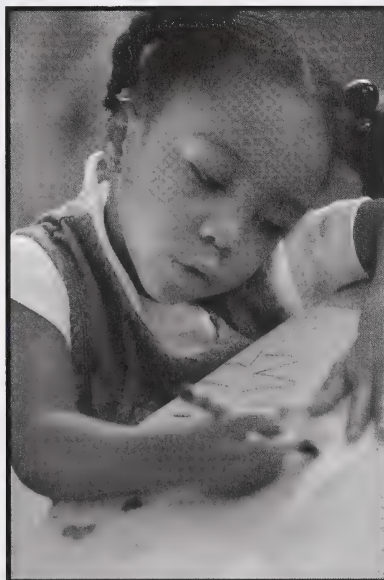
Materials

Thematic Assignment Booklet



Today's focus is **small muscle control**. Observe how your student handles basic tools like pencils, crayons, and safety scissors.

Preview Day 1: Learning Log in Thematic Assignment Booklet 2A.



Language Arts

Time recommended: 35 minutes

Word Study

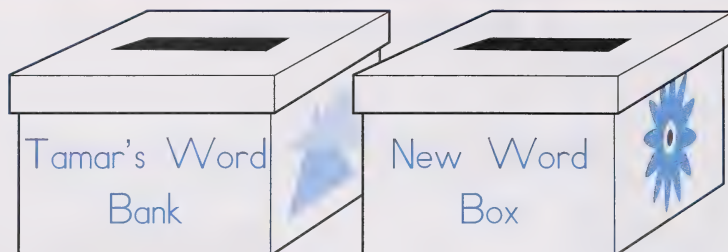
Materials

Home Instructor's Manual



If you have not already made a New Word Box and a personal word bank, refer to the Home Instructor's Manual for directions. These boxes are needed throughout the program.

Refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for suggestions on teaching word recognition. If your student has difficulty with these activities, limit the number of new words to one a day. Discuss any concerns with the teacher.



At the end of Module 1, you placed words from the word boxes on two rings as follows:

- theme and personal-interest words on white flash cards
- high-frequency words on coloured flash cards

Review both sets of cards periodically, emphasizing the high-frequency words.

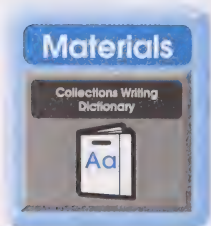
Today, begin a new collection of words for your student to learn to recognize at a glance, eventually not needing to sound them out.

Guide your student to choose one theme-related word of interest, for example, the word **imagine**. Print the word on a white flash card.

This is not a high-frequency word, so don't spend too much time on it; but point out the word in print somewhere, for example, on the front of this module booklet.

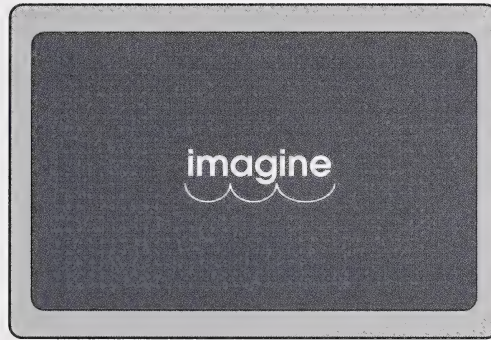
Print a short sentence with a space for the new word. Have the child print the new word on the blank and then read the sentence aloud. An example follows.

Can you _____ a tree walking?
(imagine)



Have the student print the word in the *Collections Writing Dictionary*. Check the Suggestions on How to Use the *Collections Writing Dictionary* in the Home Instructor's Manual.

Print the word on a chalkboard or paper and focus on the syllables, or beats, in the word.



Place the flash card in the New Word Box for later review.

Phonics

Review the “short vowel” sound of the letter **a** with the following techniques:

- Have your student read the following sight words from Module 1.

can
a
an
and
black

- Make a chart of **at** and **an** word families.

+ an	+ at
can tan	cat fat

Day 1 • Imagine That!

If your student finds this very easy, you could challenge the child to make other word families, such as **ack**, **ap**, **ank**, and **ash**. For example, think of words like **black**, **map**, **thank**, and **hash**.

- Have your student read the following sentences as independently as possible.

I can see a man.

Sam has a black cap.

Jan and Pat can bat.

Dad had a nap.

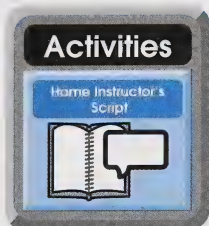


Printing



Refer to Printing Steps and Strategies and Points for Printers in the Appendix of the Home Instructor's Manual to help develop your student's printing skills. Model and encourage these techniques to stress their importance.

Help your student draw a straight, horizontal line on a chalkboard or a piece of unlined paper as a **base line** for printing. Add more base lines as necessary.

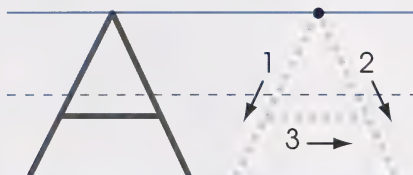


Demonstrate and discuss how to print the capital letter **A** on the base line as follows.

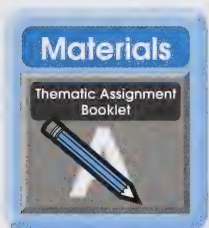
Start at the top and slant down to the left.

Start at the top again and slant down to the right.

Now make a line across the middle.



Allow the student time to practise printing the capital letter **A** on the base line.



Turn to Thematic Assignment Booklet 2A, and read the directions together to complete Day 1: Printing A.

Music and Movement

Time recommended: 10–15 minutes

Take a short break to relax and re-energize your student with some movement activities, such as stretching, shaking out hands and feet, and moving to music.

Sing the following to the tune of “Are You Sleeping?” or “Frère Jacques,” if you know it.

We Are Lions



We are Lions.
We are Lions.
Roar, roar, roar.
Roar, roar, roar.
Sing a song to me now.
Sing a song to me now.
What are you?
What are you?

This song is suitable for a group activity. Take turns deciding what animals can be substituted for **lion**. Act out the movement and sound of each animal. An example follows.

We are chickens.
We are chickens.
Cluck, cluck, cluck . . .

Language Arts

Time recommended: 60 minutes

Journal Writing

Begin by visiting an “imagination store” to **brainstorm** personal thoughts and creative ideas. Use the script that follows.

Did you know that you have an imagination store in your mind?

This store is filled with thousands of ideas and thoughts.

Close your eyes, and think about all the shelves in your imagination store.

Every shelf has an idea waiting for you.

The best things about shopping at this store are that you can have lots of fun with the ideas and everything is free!

Print the following sentence starter on a paper, chalkboard, or computer screen. Ask your student to read it with you.

Have you ever imagined _____?



Day 1 • Imagine That!

Point out the question mark at the end and ask what it means. If necessary, explain that it means a question is being asked. Although a question usually needs a reply, this one is only to get the student thinking.

Look on the shelves of your imagination store.

Think of some endings to the sentence.

You can imagine make-believe things.

You can imagine doing things that you can't do now.

What have you imagined?

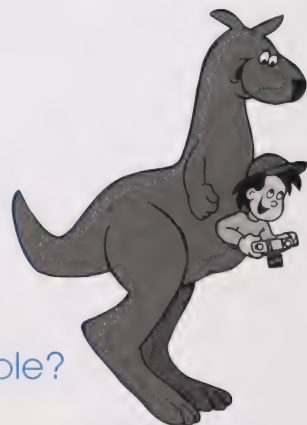


Allow the student to make suggestions without judging them as good or bad, right or wrong. Record all ideas. This creative thinking will help your student write and draw more easily.

If your student has difficulty, give suggestions or use the ideas that follow.

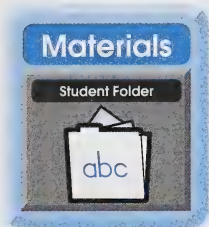
Have you ever imagined

- that you could fly?
- riding in a kangaroo's pouch?
- a green cow?
- a horse at the kitchen table?



Record the student's suggestions. Add some of your own. One suggestion may lead to another as you share. Add a question mark to the end of each sentence.

Read your list aloud. If you have used a computer, print out your list. Have your student choose one of the ideas to print and illustrate.



On the back of the student's page, print the child's full name and the abbreviated form of the module and day numbers, M2D1.

Display the page for the day. Later, place it in the Student Folder.

Reading

Introduce the reading selection as follows.

Today's story is *Jillian Jiggs*.

This book is about a girl who loves to use her imagination.

Read the title together. Focus on the name of the **author** and **illustrator**, and explain that Phoebe Gilman wrote the story and also drew the pictures.



Modelled Reading

Read the story aloud. Discuss the humorous parts and illustrations. Notice how Jillian creates costumes and what her little sister is doing. Then discuss the story.

What were some things Jillian and her friends pretended to be? (robots, pirates, dragons, trees,...)

What costume did you like best?

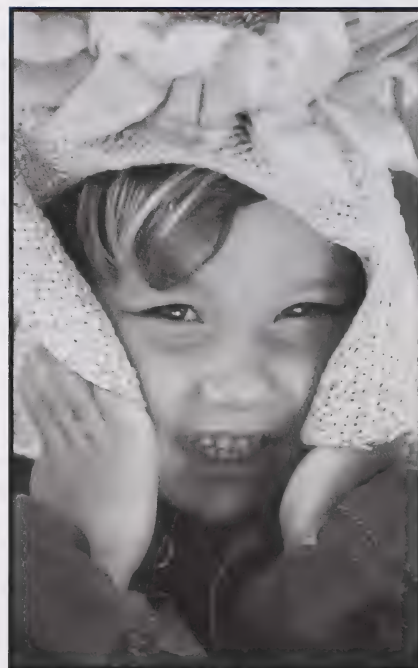
What did you notice about Jillian's little sister? (She did everything the others did, or she put on the costumes that Jillian took off.)

Why did Jillian's mom faint? (Jillian's room was such a mess.)

Discuss times when your student has imagined being different people or things.

What "pretend" games do you like to play?

How do you like to dress up?



How could you dress up and pretend to be somebody else at lunch time?

Silent Reading

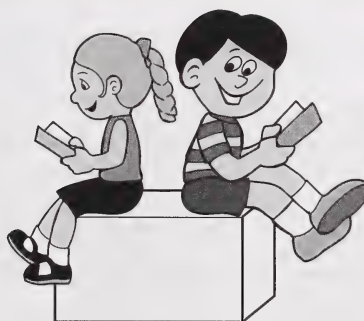
Time recommended: 10 minutes



This is the time to each read silently. The student could pick books related to this module or not. You could choose a book, magazine, or newspaper.

This type of reading may be new for the student. Set some guidelines, such as the following:

- Find a comfortable place and position.
- No talking, even to help the student with a word.
- Model silent reading. Become involved in reading yourself. Take steps to prevent interruptions like phone calls or timers.
- The student may read one book several times or look through several books and magazines.
- Talk about your reading afterward.

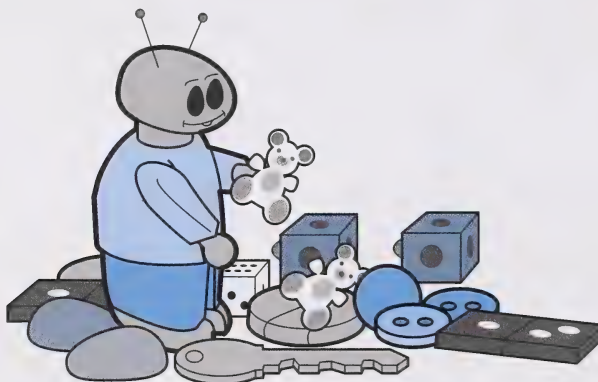


Math Time

Time recommended: 45 minutes

If registered in Grade One Mathematics encourage your student to work on Mathematics Module 2, Day 1.

If your student is not registered in Grade One Mathematics, then proceed with the activities that follow.



Project Time

Time recommended: 50 minutes

Modelling an Imaginary Person or Animal

Materials

Home Instructor's Manual



Modelling with playdough or clay develops small muscle control. You could use commercial modelling clay or make your own from the recipe in the Art section of the Home Instructor's Manual.

Note: Homemade modelling clay is nontoxic. If it is dropped on the floor or furniture, let the dough dry and then vacuum it up. Avoid working on carpeted areas.

Discuss your student's ideas on how to model an imaginary person or animal. Encourage the child to experiment.

You could refer to the book *Playing with Plasticine* by Barbara Reid for modelling ideas, such as the following:

- basic shapes
- specific animal shapes
- specific people shapes

The following simplified steps may help the student create a rabbit, cat, mouse, or other animal:

- Roll one large ball, oval, or cylinder shape for the body.
- Roll a smaller ball or oval for the head.
- Roll smaller shapes for ears, tail, and legs.
- Begin with the largest shape, moulding it into a body.
- Talk about how big the head should be in proportion to the body. Then shape the head and fasten it firmly to the body.
- Fashion ears, legs, and a tail, and attach them.
- Smooth the clay with wet fingers where pieces join.
- Add texture by pressing with items that have small bumps or grooves, such as plastic toys or utensils.
- Draw eyes, nose, and mouth with a pencil tip or toothpick.



Model people in a similar way:

- Roll a large cylinder for the body.
- Roll a smaller ball for the head.
- Roll four smaller cylinders for the arms and legs.
- Form hair by squeezing dough through a garlic press or potato ricer.
- Add details with a toothpick or pencil tip.

Materials

Student Folder



The creation may be dried and even painted. Take a photograph of the finished project. Lightly label the back of the photograph with the student's full name and the module and day numbers, M2D1. Place it in an envelope and then into the Student Folder.

Enrichment (optional)

To help teach the proportions of animals, read “How to Draw an Elephant” in *Zoom In*.

Materials

Reading Resources



Sharing Time

Time recommended: flexible

Share your student's accomplishments for today, such as the Journal Writing sentence and drawing. Audience members might add more ideas to the shelves of your imagination store. Then place the journal page in the Student Folder.

Your audience could learn the song “We Are Lions” and take turns choosing animals to sing about.

To illustrate small muscle control, the student could demonstrate printing the letter **A** and teach a younger child how to print it.



Let's Look Back

Time recommended: 10 minutes

Ask some reflective questions.

What part of the day did you like the most?
Why?

Is there anything that you found difficult to do?

How would you change that activity to make it better for you?

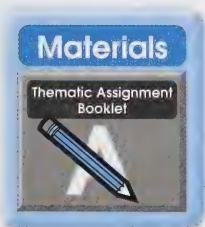
Ask specific questions about the student's manipulative abilities.

Did you like making something out of modelling clay?

Was the clay easy or difficult to work with?

Are you happy with the way your animal (or person) turned out? Why, or why not?

Was it easy or difficult to print the letter **A**?

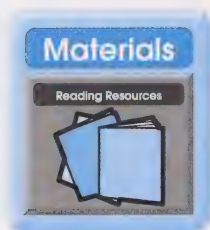


Turn to Thematic Assignment Booklet 2A, and complete Day 1: Learning Log.

Under Student's Thoughts, print a sentence or two about the child's impressions of today's activities.

Story Time

Time recommended: flexible



To read more on imagination, refer to Additional Resources near the front of this module.

You could read “My Kangaroo” by Sheree Fitch, found near the end of the book *Toes in My Nose*. Reflect on the following questions.

The poem tells imaginary things about a kangaroo friend.



How do you think the writer feels about the kangaroo?

What kinds of fun could you have with a kangaroo friend?



Have you ever imagined having an animal friend?

**Congratulations, you've
completed Day 1!**

**On Day 2, you will visit
special places.**

Special Places

Today, you'll explore special places that can only be reached by imagination.

Discuss special places you know. Read "The Land of Counterpane" by Robert Louis Stevenson and see a bedridden child transform his bed into a city, an ocean, a valley, or a hill.

When you read "Jocelyn's Writing" from *Collections: Time to Play*, your student will discover one girl's joy at one of her favourite places.

For project time, the student can choose dressing up to play a story scene or building a special place from recycled materials.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics* pages 79 and 80
- Thematic Assignment Booklet 2A
– Day 2: Printing **a**
- “Jocelyn’s Writing” in *Collections: Time to Play*

Math Time

- See Mathematics Module 2, Day 2.

Silent Reading

- books, magazines, or other favourite reading material

Project Time

Project Choice 1: Let’s Pretend

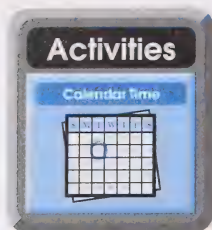
- various props and costumes

Project Choice 2: Making a Special Place

- recyclable materials
- large cardboard box

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

Continue to adapt calendar activities to your student's interests and abilities, using Calendar Time Teaching Notes.

Discuss any future events or appointments. In the appropriate calendar boxes, add small drawings to illustrate these, for example, a toothbrush on the date of a dental appointment.

Focus for Today

The focus for today is enjoyment of and development in **dramatic arts**.



Language Arts

Time recommended: 35 minutes

Word Study

Activities

Teaching Tip



A student needs a bank of sight words and familiar vocabulary. If there are too many unfamiliar words to decode in a particular piece of text, the child becomes frustrated and comprehension suffers. The more sight words a student recognizes, the easier it is to make sense of a passage.

Print the frequently used word **you** on a coloured index card. If the student recognizes it automatically, place that flash card in the personal word bank.



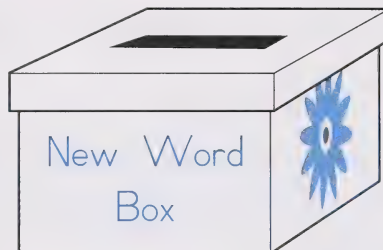
If study is required, print the word **you** on a sheet of paper. Outline the shape of the word with black felt pen.



Then “rainbow” the shape of the word with a variety of different-coloured felt pens.



Have the student place the word **you** in the New Word Box.



Materials

Home Instructor's Manual



Have the student choose a word related to the module theme, such as **play**, **bed**, or **toys**. Print this word on a white flash card, and practise it before adding it to the New Word Box. Refer to Word Study Teaching Notes in the Appendix of the Home Instructor's Manual for suggestions on practising new sight words.

Phonics

Review the “short a” sound of the letter **a** with the key word **apple**.

a

apple



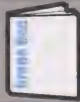
Hold your hand to your mouth and pretend to eat an apple.



Say that the letter **a** is one of the **vowels**. Other vowels are **e**, **i**, **o**, **u**, and the letter **y** when it is not the first letter in a word.

Materials

Home Instructor's Manual



Refer to the Key Words and Actions Guide, which you may have removed from the Home Instructor's Manual. Point out the first pages that show consonants and then the next pages that show vowels.

Explain that **consonants** are the letters that are **not** vowels.

Say that every word must have a vowel in it. Even the smallest words, **I** and **a**, have a vowel, and that is all they have. A vowel can be a complete word.

The vowels are

a e i o u

and sometimes y.

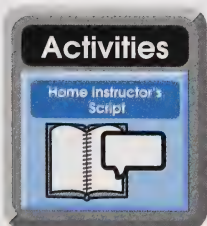
There are no words in the English language with just consonants.

The following nursery rhyme, which is actually a riddle, has several words with the “short a” sound. Read it together, and have your student hunt for “short a” words. Notice that the letter **a** in **all** has a different sound.

As round as an apple,
As deep as a cup;
All the king's horses
Can't pull it up.

Traditional

Then ask some questions.



How many “short a” words did you find?
(eight)

Point to each “short a” word as we read the poem together.

The word **all** has the letter **a**.

Does it have the same sound as in **apple**? (no)

Let's read the rhyme again and think about the answer to the riddle. Read the verse again.

What is it? (a well)



Materials

Home Instructor's Manual



If your student requires further practice with the “short a” sound, refer to the Phonics section of the Home Instructor’s Manual. On the other hand, if your student is successfully using the “short a” sound, continue with the assignment that follows.

Materials

Phonics Book



Turn to page 79 in *Level A: Modern Curriculum Press Phonics*. Read the poem at the top of the page. Ask the student to listen carefully for words that contain the short “a” sound and to circle them. Repeat each together.

Read the directions aloud. Encourage your student to complete the page independently. Mark the page now.

Read the directions on page 80 aloud. Be sure the student understands what **rhyme** means by doing an example together.

Mark the page to give your student immediate feedback. Have the student make necessary corrections and re-mark them with a different colour.

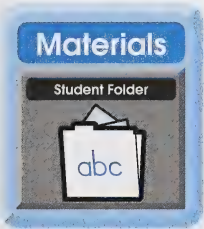
Rhyming words have the same vowel and ending sounds. Only the beginning sound is different.



dog



frog



Have the student label the phonics page with the following:

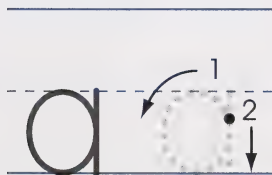
- first and last names
- module and day numbers (M2D2)

Place the page in the Student Folder.

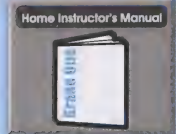
Printing

Demonstrate the lower-case letter **a** on a chalkboard or paper as follows:

- Begin with a circle that starts at the “two o’clock” position.
- Start at the top to draw a straight line on the right side of the circle.

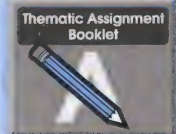


Materials



If your student is having difficulty, refer to Language Arts, Printing in the Home Instructor's Manual.

Materials



Turn to Thematic Assignment Booklet 2A, Day 2: Printing **a**, and read the directions together to complete.

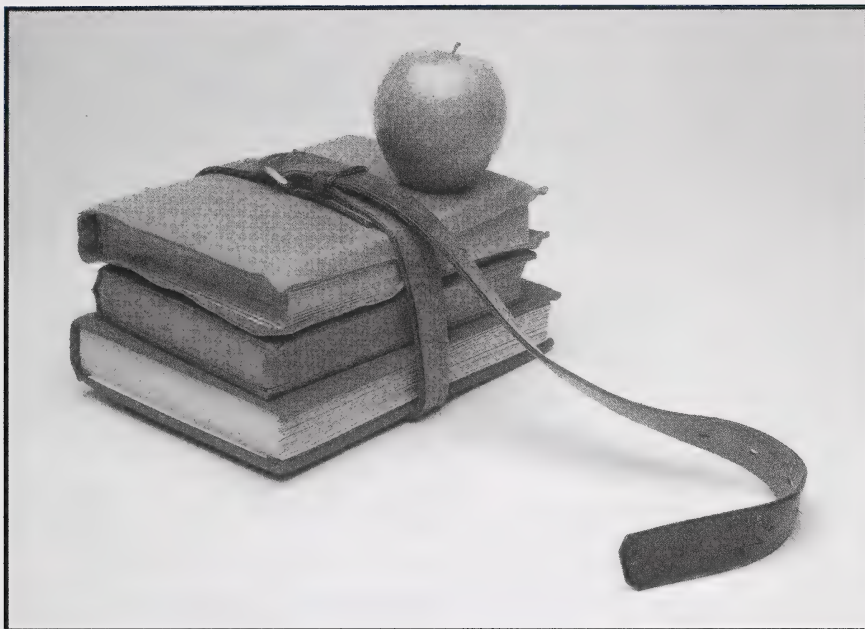


Enrichment (optional)

Draw three base lines on unlined paper. Print the following sentence on the first line.

Ann has an apple.

Have the student read the sentence with you, point to each capital **A** and lower-case **a**, and copy the sentence twice on the lines.



Music and Movement

Time recommended: 10 minutes

Begin by stretching up high and bending down low a few times. Then chant or sing the following action song to the tune of “London Bridge Is Falling Down,” pointing to each appropriate body part.

===== Head and Shoulders =====

**Head and shoulders, knees and toes,
knees and toes, knees and toes.
Head and shoulders, knees and toes.
Eyes, ears, mouth, and nose.**

=====

Sing and do the actions faster and faster until it is impossible to move as fast as you sing. Finally, shake out your hands, then your feet, and then your whole body.



Language Arts

Time recommended: 60 minutes

Brainstorming

counterpane:
bedspread

Introduce “The Land of **Counterpane**” with the following script.

This is a poem about a boy who was sick in bed.

It is called The Land of Counterpane. Explain the word *counterpane*.

A man named Robert Louis Stevenson wrote it a long time ago.

Listen carefully to find out how the boy used his imagination when he couldn't go out to play.

The Land of Counterpane

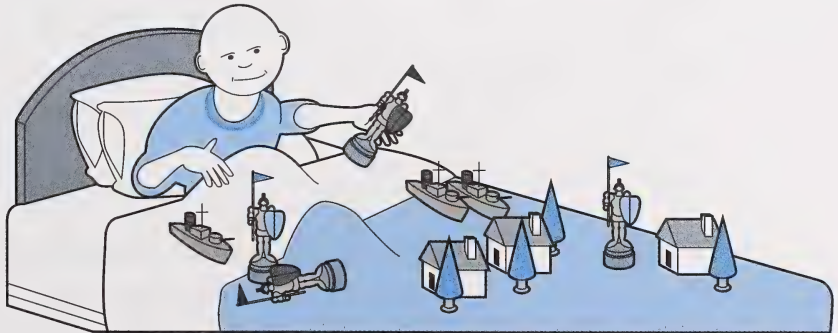
When I was sick and lay abed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bedclothes, through the hills.

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant land of counterpane.

Robert Louis Stevenson



Day 2 • Special Places

Discuss how the boy kept himself amused and why he called himself a giant. Talk about times your student may have been bedridden or unable to fall asleep.

Think about a time when you had to be in bed but you wanted to play.

Can you remember how you played? (in your mind)

Print the following sentence starter on a piece of paper or a computer screen, and read it together.

While in bed, I pretended to be _____.

Encourage your student to visit the imagination store in the mind for endings.

Let's think of as many endings to the sentence starter as possible.

Brainstorm for ideas. Each thought is worthy of consideration. Record each on paper or in a word-processing document. Examples follow.

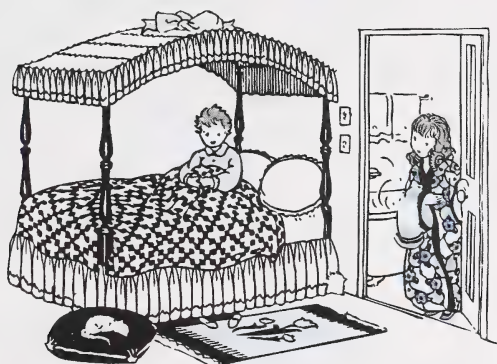
While in bed, I pretended to be

the owner of a big ranch

a beautiful princess

a truck driver

Continue until the student has brainstormed or “shopped for” at least six thoughts and ideas.



Materials

Student Folder



On the back of the list, print the student's full name and the module and day numbers, M2D2. Place the sheet in the Student Folder until Project Time.

Enrichment (optional)

Have the student choose one of the “pretend” ideas to print and illustrate on a blank page. A very eager student could even print a story.

Reading

Turn to “Jocelyn’s Writing” on the inside back cover of *Collections: Time to Play*. A Grade One student dictated this story to someone so she could get her thoughts down on paper. Then she drew a picture. First discuss the drawings.

How are the people in the story feeling?
(happy)

Why do you say that? (They are smiling.)

Who do you think the people in the story are?

Accept any reasonable answer.

Who do you think Nani is? Accept any reasonable answer, such as grandma, aunt, or friend. The story doesn't actually say, so guessing is **reading between the lines**.

reading between the lines: discovering a meaning that is not directly stated in print

Let's read Jocelyn's story and see if we can figure out any more about Jocelyn and Nani.

Where did Jocelyn go? (to Nani's house)

What did she do there? (have a sleepover; have a snack)

What does she mean when she says **my** Nani? (Nani is her grandma or aunt or friend.)

Why does she like staying at her Nani's place?

Accept any reasonable answer.

What might be her favourite place to visit? (Nani's house)



You could extend your discussion by asking the student to share information or memories such as the following:

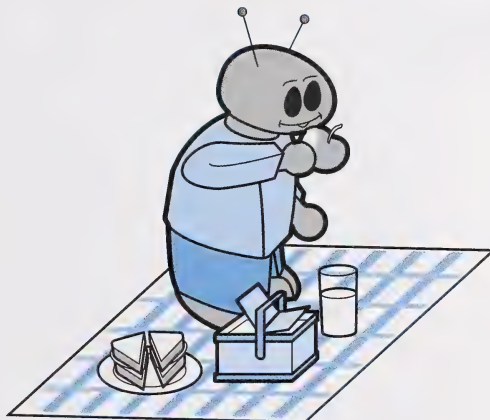
- special names for grandparents or other relatives
- sleepovers with grandparents or special friends

Conclude the reading activity with a question.

Why might this story about Jocelyn be included in a day called Special Places? (Nani's house is a special place for Jocelyn.)

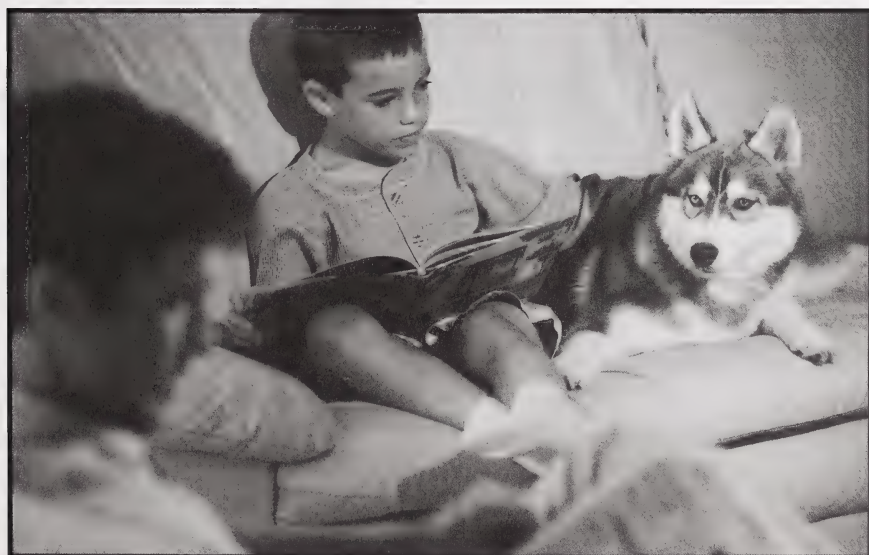
Now would be a good time for
a lunch break.

What special place do you like
to go to eat?



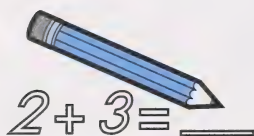
Silent Reading

Time recommended: 10 minutes



During Silent Reading, both you and your student may read books or other materials as desired. Enjoyment is the focus. Set a good example by modelling how you read for enjoyment and interest. Afterward, briefly discuss what you've read.

Math Time



Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 2.

Project Time

Time recommended: 50 minutes

Project Choice 1: Let's Pretend

Get out the brainstorming list you created earlier. Which idea would the student enjoy acting out?

dialogue: another word for conversation

Imagine some characters, scenes, and **dialogue**. Help the student collect simple costumes and props, such as the following:

- a blanket
- building blocks
- stuffed animals
- dress-up clothes

Practise the scenes to perform during Sharing Time.

Project Choice 2: Making a Special Place

Ask whether your student ever pretended that someplace was a different, imaginary place, for instance, that a tree branch was a horse or a lookout tower. Recall your own childhood pretending spots as well.

Set out a large cardboard box. Talk about what it could be—a boat, a covered wagon, or a castle, for example.

Decide what your box will be and how you could make it. Help your student gather materials and create the project. Explore all possibilities as you work.



Enrichment (optional)

Take a field trip to a travel agency, and pick out brochures for exciting travel destinations.



Get together a group of people to plan imaginary trips to faraway places. Challenge each participant to research one destination for climate, geography, culture, and monetary system. Share all information with the group. If you have access to the Internet, you can begin teaching your student how to use it as a research tool.

Sharing Time

Time recommended: flexible

Your student could describe “The Land of Counterpane” or “Jocelyn’s Writing.”

If you dramatized scenes during Project Time, perform them now, and have the audience guess each character. Audience members could also pantomime scenes for others to guess.

If your student created a special place, show it and share stories of others’ special places.



Let's Look Back

Time recommended: 10 minutes

Review the day's activities. What were some of the highlights, and why were these so enjoyable? Does your student have any questions or concerns?

Ask the following questions to learn more about the student's development in drama.

Do you enjoy role-playing activities?

Do props and dressing up make it easier to pretend?



Story Time

Time recommended: flexible



Story Time helps lay the foundation for independent reading. It is an opportunity for your student to become familiar with literature and written language. As the child discovers and interacts with books, you will notice the following reading behaviours, similar to the ones noted for Silent Reading:

- enjoys listening to stories and handling books
- uses picture cues to interpret a story
- fills in missing words and phrases from familiar stories
- suggests what might happen next in a story
- begins to memorize stories word for word and to join in with repetitive or predictable parts of a story
- reconstructs familiar stories, becoming more fluent and closer to the original text as skill develops
- sees self as a reader



You have finished Day 2. Nice going!

**On Day 3, you'll explore just
outside your door.**

Just Outside Your Door

Just outside your door is a special place where your student can discover the secrets of nature. Put on your outdoor gear and step into an amazing world. Sights, sounds, smells, and textures of the natural world will challenge and stimulate the student's imagination.

The theme today is leaves in fall. You'll look for leaves that have turned colour and fallen. You may notice leaves in the wind, or you may think ahead to leaves frozen under the snow. Adapt your observations to the climatic conditions of your region.



Open the gate; anticipate.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 2A
– Day 3: Spelling Pre-Test
- *Level A: Modern Curriculum Press Phonics* pages 83 and 84
- letter cards from the back of
Level A: Modern Curriculum Press Phonics (optional)
- pocket chart (optional)
- interlined printing practice scribbler
- “Fall Leaves” in *Jump In*

Silent Reading

- favourite reading material
- music (optional)

Math Time

- See Mathematics Module 2, Day 3.

Project Time

Project Choice 1: Leaf Plaques

- modelling clay
- rolling pin
- collection of different types of leaves

Project Choice 2: Crayon Leaf Melt

- wax crayon shavings
- waxed paper

Story Time

- mutually chosen reading material
- *Red Leaf, Yellow Leaf* by Lois Ehlert (optional)

Activities

Calendar Time



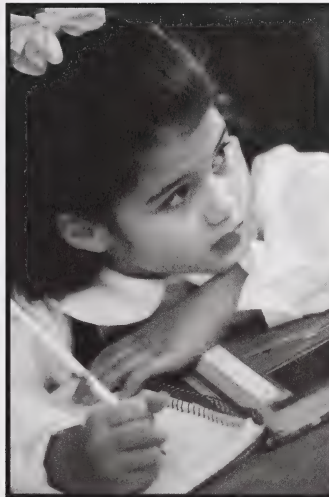
Calendar Time

Time recommended: 10 minutes

Do a brief Calendar Routine. Later during Music and Movement, observe and discuss seasonal changes and the weather.

Focus for Today

The focus today is your student's **progress in listening**. Observe how well your student listens to stories, instructions, and the sounds of nature.



Direct eye contact is part of effective listening.

Language Arts

Time recommended: 35 minutes

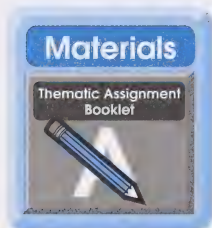
Spelling

pre-test: test the student's ability to spell specific words without the opportunity to study or even glance at the words prior to the test

Pre-test your student on the six spelling words for this module.

This will determine whether the child already knows the words or needs instruction and practice. If the student spells the six words accurately, do not spend more time on them.

On Day 5, you'll work on only those words that the student cannot spell today.



Turn to Thematic Assignment Booklet 2A, and complete Day 3: Spelling Pre-Test. Without showing the words, dictate the following spelling words, one at a time.

and
a

can
an

at
of

Use the following steps:

- Say the word.
- Say the word in a sentence.
- Repeat the word.
- Wait for the student to print the word.

Phonics

Ask what the student remembers about the “a” sound in the key word **apple**. Review the sound with its key word and action.



Next, recite groups of three words, two of which have the “a” sound and one that does not. Ask the student to listen for the “a” sound and signal it with the key action. Following are groups of words to use.

bat	fan	cap	ham	mop
big	van	cup	man	tap
can	vet	tap	him	map

Chant the following, or sing it to the tune of “Old MacDonald Had a Farm,” if you know this tune.

==== Old MacAlphabet Had an Apple ====

Old MacAlphabet had an apple.

A, a, a, a, a. (“short a” sound)

With an a, a here

And an a, a there,

Here an a,

There an a,

Everywhere an a, a.

Old MacAlphabet had an apple.

A, a, a, a, a.



Activities

Teaching Tip



For the **a** parts of this song, sing the “short a” sound as in apple.

Substitute other sounds for the “a” sound and other words for **apple** to help the student learn letter sounds. For example, substitute **baby** for **apple** and “b” for “a” to practise the sound for the letter **b**.



Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, page 83. Read the directions together.

Focus on the word **van**. Guide the student to follow these steps:

- Say each sound in the word.
- Blend the sound “v” with the word part **an**.
- Colour the picture of the van.

Have the child finish the page independently. Help when necessary. Mark the page, and have errors corrected.

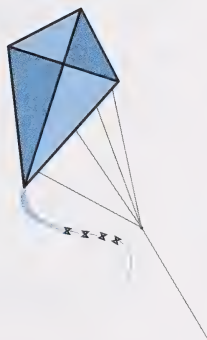
Briefly, review the concept of rhyming words. Ask the student to say a rhyming word for each of the following.



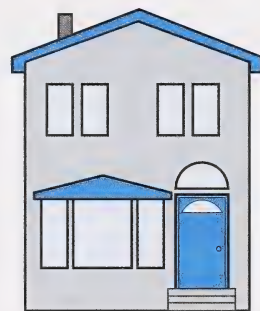
bat



mitt



kite



house

Then have the student complete page 84 as directed. Mark the page together, and have the student correct any mistakes. Re-mark the corrections with a different colour. You could put a sticker or stamp on the phonics pages to acknowledge your student's efforts.



Have the student print the following at the top of page 83:

- full name
- module and day numbers, M2D3

Place the page in the Student Folder.

Enrichment (optional)

Play the following word game:

- Set out the letter cards from the back of *Level A: Modern Curriculum Press Phonics*. Point out that each card has the capital letter on one side and the lower-case letter on the other side.
- Say the word **ant**. Ask the student to make this word with letter cards in the pocket chart. Review that words are written from left to right, and have the student use lower-case letters for most words in this game.

- Have the student make the word **ant**, say the sound of each letter separately, and then blend the letters together to say the whole word.
- Have the student use letter cards to make the following words that contain the “a” sound. Point out that a word that represents a person’s name begins with a capital letter.

an	can
Dan	fan
man	Nan
ran	tan

- Print a flash card for each word your student makes. Have the student place these cards in the pocket chart, and leave the chart on display.

Printing

Today, your student will practise printing the capital and the lower-case letter **a** in a sentence.

Begin with finger exercises. Pretend the student’s fingers are leaves moving across the table. Suggest the following ways for the leaves to move:

- float
- dance
- twirl
- whirl
- scurry



For information on printing, see Printing Steps and Strategies in the Appendix of the Home Instructor’s Manual.

Open the interlined printing practice scribbler. Print the following sentence on the first line.

An ant sat on Sam.

Have the student copy the sentence on the second line. Remind the student to form letters correctly, leave spaces between words, and check that capitals and periods are in place.

Note: Always leave a line blank between sentences when printing in an interlined notebook. Some scribbles are printed this way.

Music and Movement

Time recommended: 10–15 minutes

Go outside to experience leaves. Observe and discuss colours and shapes of leaves, the sound of leaves in motion, and the feel and smell of leaves. Discuss how many senses you can safely use. For example, the sense of taste might not be safe.

If today is a fall day, walk and look for signs of the season, such as changes in the following:

- trees and plants
- animals
- weather
- clothing on people

If today is a winter day and you cannot observe leaves outdoors, look for leaf pictures in books, magazines, or calendars.

Gather some leaves with different shapes and colours for this afternoon's Project Time.



Language Arts

Time recommended: 60 minutes

Writer's Workshop

Review the highlights of your walk. Talk about the fun you can have playing in leaves, the colours of fall leaves, and the actions and shapes of leaves.

Read the following verses adapted from the traditional poem "Yellow Daffodils."

Yellow Leaves

Yellow, yellow leaves,
You're dancing in the sun;
Yellow, yellow leaves,
You tell me fall has come.

Challenge your student to visit the imagination store for creative ways to adapt this verse. Following is one way.

Floating Leaves

Brown, brown leaves,
You're floating down from trees;
Brown, brown leaves,
You scurry in the breeze.

These two verses describe leaves as floating, dancing, and scurrying. Brainstorm a list of other action words that could describe the movement of leaves.

Action Words

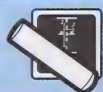
whirl

fly

turn

Activities

Teaching Tip



Share the pencil or the keyboard to help record your list. This task can seem long and tedious for a student to do alone. Share the job to help motivate the student.

Materials

Student Folder



Before placing this assignment in the Student Folder, label the back with the usual information:

- student's full name
- M2D3



Materials

Reading Resources

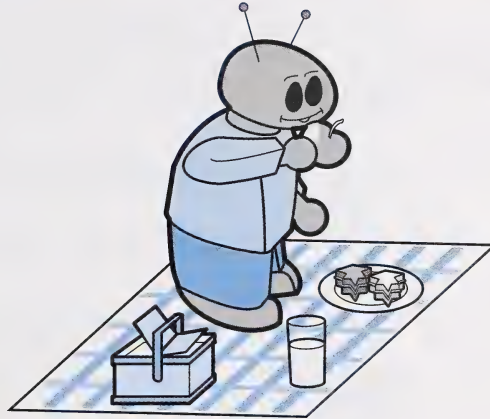


Reading

Read aloud the story “Fall Leaves” in *Jump In*.

Discuss having fun in the leaves. Review all the descriptive colour words.

How could you make leaf-shaped sandwiches for lunch?



Silent Reading

Time recommended: 10 minutes

Organize your reading material ahead of time so that Silent Reading is not interrupted. This time is short but focused.

Materials

Home Instructor's Manual



See the Independent Reading section of the Home Instructor's Manual.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 3.

Project Time

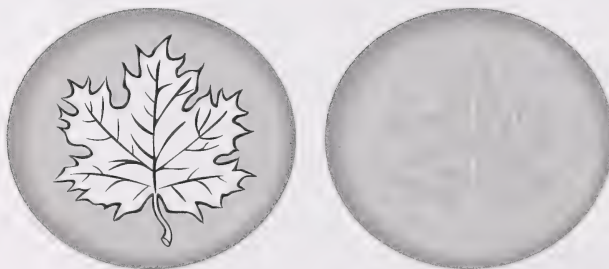
Time recommended: 50 minutes

Only one project is required. Give the student a choice.

Project Choice 1: Leaf Plaques

Have the student help make modelling clay, or you may have some left from Day 1. Then proceed as follows:

- Divide the clay, and roll and flatten each ball.
- Have the student select a unique leaf from your collected leaves and press it firmly into the clay. Carefully remove the leaf.

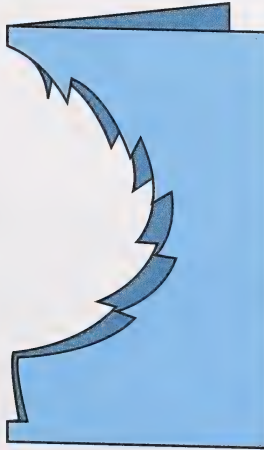


- Insert a paper clip into the back of the plaque for hanging purposes.
- Bake at 150° (300°) for about one hour.
- Paint the plaques if you wish.

Challenge the student and other people to identify the type of tree that bears each kind of leaf.

Project Choice 2: Crayon Leaf Melt

- Cut a leaf-shaped opening from the centre of a piece of folded, dark-coloured construction paper to make a picture frame.



- Sprinkle different-coloured wax crayon shavings on one half of a piece of waxed paper. Fold the other half over the shavings.
- Place the folded waxed paper between sheets of newspaper, and press with an iron until the crayon shavings have melted.

Caution: Supervise closely when using an electrical appliance near children.

- Tape the fused piece of waxed paper to the back of the construction-paper frame to make a transparent leaf. Identify and talk about the colours that you used.



Sharing Time

Time recommended: flexible

Use the sentence starter **Fall is . . .** to encourage others to contribute their descriptive ideas about fall. Examples follow.

Fall is...

delicious apples

crunchy leaves

yellow, orange, red, and
brown leaves

What else would your student like to share?

Let's Look Back

Time recommended: 10 minutes

Discuss enjoyable activities and successes of the day. If there were areas of difficulty, talk about them and possible changes to make certain tasks easier. Ask questions to learn more about your student's developing ability to observe details and listen.



Did you enjoy looking at the leaves and describing their actions and shapes?

Do you find it easy or hard to follow directions on phonics pages? Why?

When you listen to stories or poems without pictures, can you imagine a picture in your mind?

What can we do to make listening easier?

Why do you think listening is such an important skill for school work and for life?

Story Time

Time recommended: flexible

You could read other stories about fall and leaves, such as *Red Leaf, Yellow Leaf* by Lois Ehlert or the fall poems that follow.



The Leaves, Flowers, and Birds

The leaves are gently falling,
Falling, falling to the ground.
The flowers are gently nodding,
Nodding, nodding in the breeze.
The birds are swiftly flying,
Flying, flying to the trees.

Author Unknown



Jack Frost

Who comes creeping in the night
When the moon is clear and bright?
Who paints tree leaves red and gold
When the autumn days turn cold?
Up the hill and down he goes,
In and out the brown corn rows,
Making music crackling sweet,
With his little frosty feet.
Jack Frost!

Author Unknown

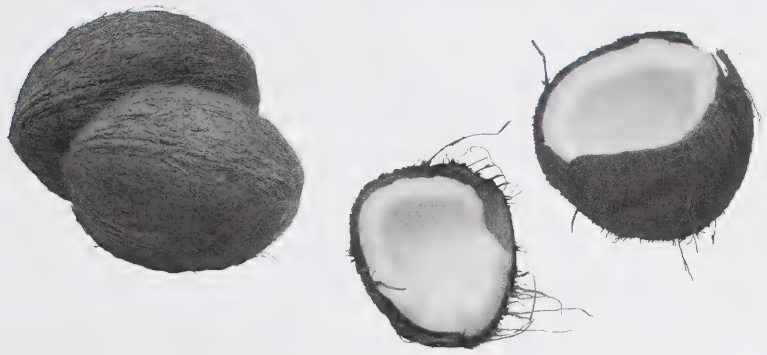


The Scarecrow

The scarecrow stands with hanging hands,
Beside the farmer's stile.
He scares the jay and crow away,
With just a painted smile.

Author Unknown

Have you ever seen a coconut tree?



On Day 4, your adventures will take you to a different kind of tree.

Treetop Thoughts

Have you ever daydreamed under a favourite tree? Trees are often special places for children—great for climbing or building a tree house. Today's activities have a tree theme.

auditory: having to do with the sense of hearing

You'll read rhymes aloud to help develop the student's **auditory** awareness, and you'll centre Language Arts activities around the alphabet book *Chicka Chicka Boom Boom*.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Level A: Modern Curriculum Press Phonics* pages 81 and 82
- Thematic Assignment Booklet 2A
 - Day 4: Words That Rhyme
 - Day 4: Rhyming Checklist
- *Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault
- *Collections Writing Dictionary*

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 2, Day 4.

Project Time

Project Choice 1: Wax Crayon Transfer

- *Chicka Chicka Boom Boom*
- ballpoint pen (optional)

Project Choice 2: Construction Paper Collage

- *Chicka Chicka Boom Boom*

Let's Look Back

- Thematic Assignment Booklet 2A
 - Day 4: Learning Log

Story Time

- mutually chosen reading material
- rhyming books (optional)

Activities

Calendar Time



Calendar Time

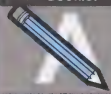
Time recommended: 10 minutes

Follow your basic Calendar Time routine.

Focus for Today

Materials

Thematic Assignment Booklet



Today, take note of your student's developing **ability to recognize and use rhymes**. Preview Day 4: Learning Log in Thematic Assignment Booklet 2A to see what to look for.

Language Arts

Time recommended: 35 minutes

Word Study

Test your student's recognition of these two high-frequency words. Print them on coloured index cards.

that

this

If the student readily recognizes these words, place the cards in the personal word bank for periodic review. Then help the student learn two words of personal interest or words related to the tree theme. Print these on plain index cards and add to the New Word box.

If the student does not recognize the two high-frequency words automatically, discuss their phonetic parts as follows.

Materials

Home Instructor's Manual



Review the Key Words and Actions Guide from the Home Instructor's Manual for the **th** letter combination and the key word **think**.

th

think



Stick your tongue between your teeth and push out air. Also, tap your temple to indicate thinking.



- Place your tongue between your teeth to make the “th” sound for both words. Have the student try this.



- Print both words on a paper or chalkboard. Underline the **th** combination of letters. Do not add markings to the flash cards.

that

this

- Point out the small word **at** contained in the word **that**. Review words that rhyme with **that** and end with **at**.

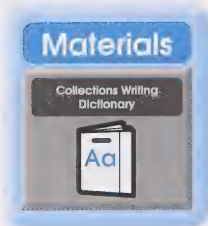
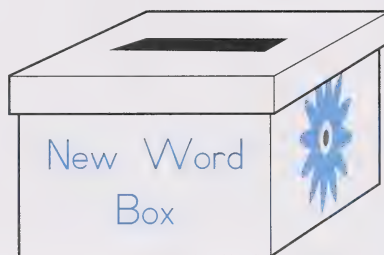
at
bat
cat

sat
mat
that

- Your student may notice the small word **is** in **this** and may recognize that these letters make a different sound here than in the word **is**. Not all beginning readers may be able to discriminate between such similar sounds. Point out that **is** and **this** do not rhyme.

Day 4 • Treetop Thoughts

When you have finished practising these words, place the flash cards in the New Word Box for later review.



Have the student add any new words to the *Collections Writing Dictionary*.

Phonics

Ask your student to look at the pictures that follow and then read the words with the “short a” sound. Have the child print the word that matches each picture.

ban

bad

bat



man

can

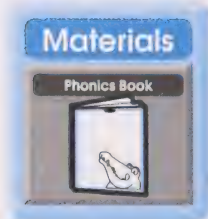
cat



pan

ran

bat



Turn to *Level A: Modern Curriculum Press Phonics*, page 81. Read the directions together, and have the student complete the page as independently as possible. Discuss errors, and have the child correct them.

Materials

Student Folder



Turn to page 82. Read the directions together. Guide the student through two examples, and then let the child complete the crossword independently.

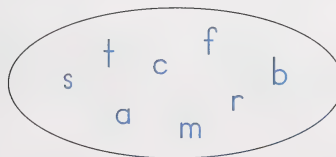
Record the student's full name and the module and day numbers, M2D4, before placing the page in the Student Folder.

Printing

Review the capital **A** and lower-case **a**. Ask the student to print a large capital **A** in the air. Be sure the child starts from the correct position and follows the arrow guides from previous printing lessons.



Review lower-case letters **a**, **t**, **m**, **s**, **r**, **b**, and **f** by having the student print them in the air.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2A, and follow the directions to complete Day 4: Words That Rhyme.

Music and Movement

Time recommended: 10–15 minutes

Read the rhyme that follows, and do the actions.



Swinging in the Tree

Five little monkeys (Hold up five fingers.)

Swinging in the tree, (Pretend to swing from a branch.)

Teasing Mr. Alligator, (Put thumbs in ears; wiggle fingers.)

You can't catch me!

Along came Mr. Alligator, (Place elbows together; move arms up and down like an alligator's mouth.)

Ugly as can be. (Make an ugly face.)

Snap! (Bring hands together to snap alligator's mouth shut.)

Repeat the verse for four little monkeys, three little monkeys, two little monkeys, one little monkey, and no little monkeys.

Language Arts

Time recommended: 60 minutes

Reading

Introduce the book *Chicka Chicka Boom Boom* as follows. Allow the student time to answer the questions.

Materials

Reading Resources



Activities

Home Instructor's Script



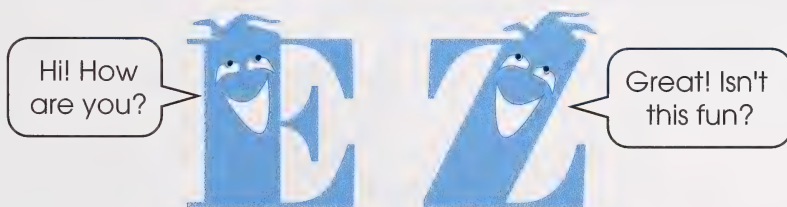
This book **Chicka Chicka Boom Boom** was written by Bill Martin, Jr. and John Archambault.

Lois Ehlert illustrated this book. What does that mean? (She made the pictures.)

This book is about alphabet letters that race up a coconut tree.

Imagine that letters of the alphabet can talk to each other and climb up a coconut tree.

What do you think **A** might say to **B**, or what might **C** say to **D**?



Why do you think alphabet letters would climb to the top of a coconut tree?

What do you think would happen if all the letters climbed the tree at once?

Let's read to find out what does happen.

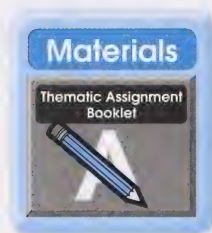
Day 4 • Treetop Thoughts

Read the book aloud once or twice. Talk about the rhymes. Have your student find two or three rhymes in the book.

Print **rhyming pairs** at the top of an unlined sheet of paper. List all the rhyming pairs from this book, and talk about how rhymes make this book fun to read.

Rhyming Pairs	
C	tree
boom	room
K	way

It is not necessary to send in this assignment. Display and review it over the next few days. Later, place it in your chart binder.



Turn to Thematic Assignment Booklet 2A, and complete Day 4: Rhyming Checklist.

Journal Writing

Begin with the following discussion.

Some children have a tree house, tree fort, or other special place where they like to play.

Do you have a tree house or a special place where you like to play?

If you don't have a tree house or fort, what kind of special place would you like to make?



Materials

Collections Writing Dictionary



Have the student write a sentence or two about a special place and draw a picture about it. Help as needed by sounding out letters and words.

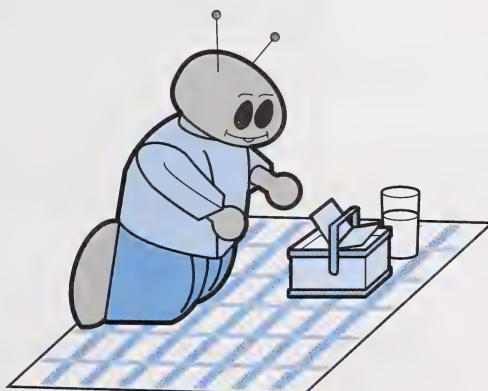
Encourage the student to use the *Collections Writing Dictionary* as suggested in the Home Instructor's Manual.

Materials

Student Folder



Read the writing page together until the student is comfortable reading it alone. Label it with the necessary information, full name and M2D4, and place it in the Student Folder.

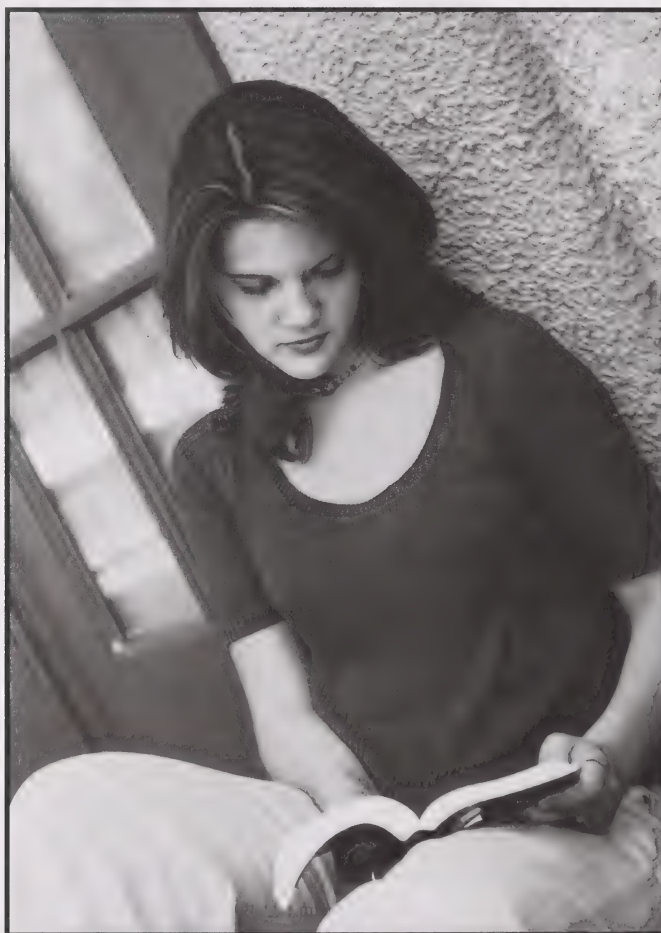


**Do you have a hunch
that it's time for lunch?**

Silent Reading

Time recommended: 5–10 minutes

Curl up with some favourite reading material. Discuss it afterwards.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 4.

Project Time

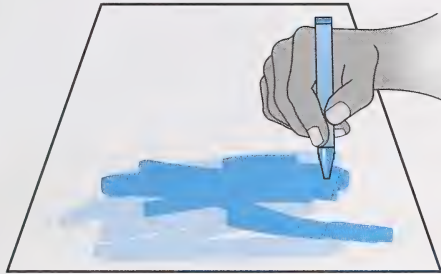
Time recommended: 50 minutes

Choose one of the following ways to illustrate the book *Chicka Chicka Boom Boom*. An illustration should give an idea of what is happening in the book.

Project Choice 1: Wax Crayon Transfer

Set out some brightly coloured wax crayons, and have the student proceed as follows:

- Colour an unlined paper with various colours. Completely cover the page with a heavy layer of wax crayon.

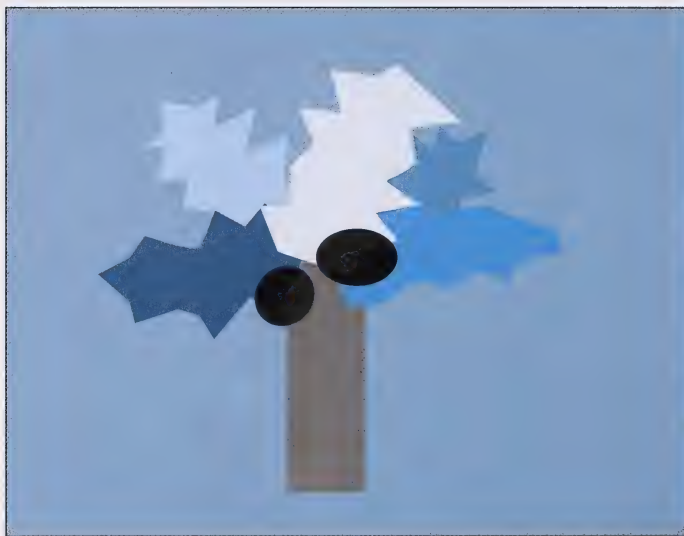


- Think about what you will draw to show what the book is about. If necessary, reread the story first.
- Take the paper coloured with wax crayon, and place it coloured side down over a blank sheet. Paper clip the edges together.
- Press firmly to draw your illustration on the back of the coloured sheet, and the crayon will transfer onto the page below. A ballpoint pen could be used to make the drawing.

Project Choice 2: Construction Paper Collage

Look through *Chicka Chicka Boom Boom* to see how the illustrator cut out various pieces of paper to make the illustrations. Then proceed as follows:

- Think about what shapes and colours you will put together to show what the book is about. If necessary, reread the story.
- Cut out pieces of construction paper to make your illustration.
- Arrange your cut pieces of paper on the page. When satisfied with the layout, glue it down.



Label the illustration with the necessary information, full name, and M2D4. Place it in the Student Folder.

Sharing Time

Time recommended: flexible

Your student could share any of the following:

- Journal Writing assignment
- the book illustration from Project Time
- “Swinging in the Tree,” verse and actions

- description of *Chicka Chicka Boom Boom*
- rhyming songs, such as “Down by the Bay,” “Row, Row, Row Your Boat,” or “The Ants Go Marching”



Let's Look Back

Time Recommended: 10 minutes

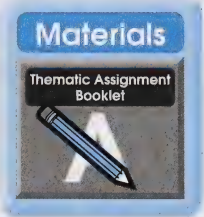
Discuss the day's activities to find out what your student thinks of rhyming.

Tell me what you learned about rhyming words today.

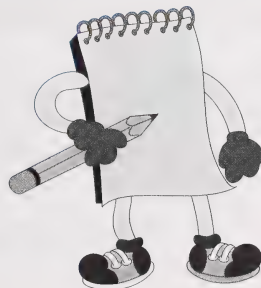
If the child does not mention that rhyming words have the same vowel and ending sounds, bring this up as a reminder.

Do you find it easy to hear rhyming words?
Why, or why not?

Do you like to use rhyming words in your
writing? Why, or why not?

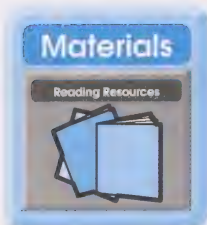


Turn to Thematic Assignment Booklet 2A, and complete Day 4: Learning Log. Add comments from yourself and the student.



Story Time

Time recommended: flexible



If they are available, read more rhyming books. Suggestions follow:

- *Hop on Pop* by Dr. Seuss
- *One Fish Two Fish Red Fish Blue Fish* by Dr. Seuss
- *There's a Wocket in My Pocket* by Dr. Seuss
- *If I Were the Moon* by Sheree Fitch



Who are inventors, and why are they so special?

You will find out next day.

Fancy That!

Today your student will see that imagining is not only fun, but it can also bring practical results. The term **inventor** is introduced, and the student will learn how people have used their imaginations to create many of the items we use daily.



The student's natural curiosity and willingness to experiment will be encouraged and challenged while working with a variety of ideas and materials, just as inventors do.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- light cardboard (optional)
- paper fastener (optional)
- other materials as needed

Language Arts

- *Level A: Modern Curriculum Press Phonics* pages 85 and 86
- Thematic Assignment Booklet 2A
– Day 5: Printing Sentences

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 2, Day 5.

Project Time

Project Choice 1: Inventing a New Cookie Recipe

- See the recipe included for ingredients and utensils.

Project Choice 2: Robot Picture or Robot Model

- recyclable materials (optional)

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 30 minutes

Follow the usual Calendar Time procedures. Go outside to check the weather. Briefly discuss how a meteorologist might make a weather forecast for today and the near future.

Enrichment (optional)

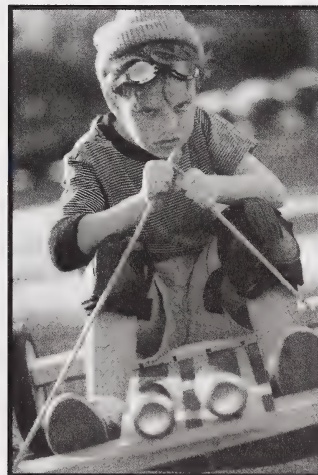
You could make a weather chart from the directions in the Calendar Package for sample calendar Activity 4.



Focus for Today

Focus today on your student's **creative ability**. Look for behaviours such as the following:

- independently plans what to write for Writer's Workshop
- invents ways to move in Music and Movement
- creatively solves daily problems
- represents personal ideas in artwork
- suggests ways to make models



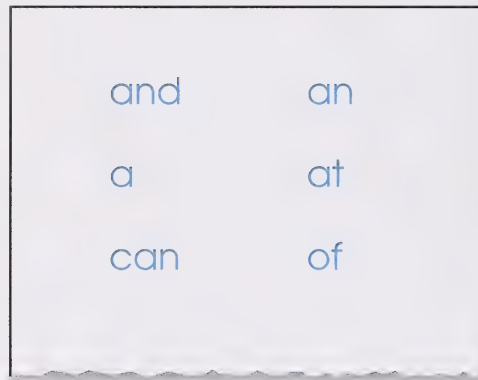
What would you like to invent?

Language Arts

Time recommended: 35 minutes

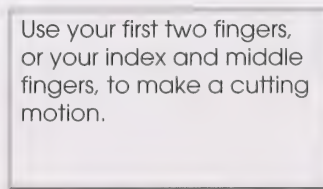
Spelling

Based on the pre-test from Day 3, you know which words to practise. If the student correctly spelled all six high-frequency words in the pre-test, practise the two personally chosen words from Day 4.



If the student had difficulty with the six assigned words, work on them as follows:

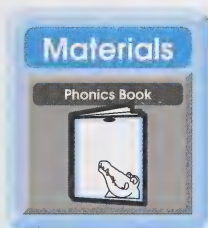
- Point out that all the words except **of** have the “a” sound as in **apple**.
- Use the Key Words and Actions Guide to review the “a” sound of the letter **a** and the “k” sound of the letter **c**.



- Have the student practise writing the word **of** on a chalkboard or paper. This word must be memorized by sight. Use different colours of chalk or markers to help the student retain a visual image.



Phonics



Briefly discuss pets your student has or would like to have. Then turn to page 85 in *Level A: Modern Curriculum Press Phonics*. Focus on what the cat, Max, is doing in each picture.

Read the directions together. Check that the student understands what to do. If necessary, help read the sentences and choose the appropriate words. Encourage independent work when the student is ready.

Mark the page. Have the student correct any errors. Re-mark with a different-coloured pen.

Have the student complete page 86 as directed. Help only as necessary. Mark the page, and correct it as needed.

Label the page with the usual information:

- student's full name
- M2D5

Place the page in the Student Folder.



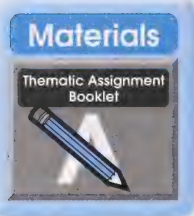
Printing

Continue with the “short a” vowel as follows.

- Say the following words, one at a time.

cat
map
bag

- Ask the student to sound out these words and print them on a base line or in an interlined scribbler.
- Have the student use a coloured pencil crayon to underline the lower-case letter **a** in each word.
- Encourage and praise correct technique while the student is printing.

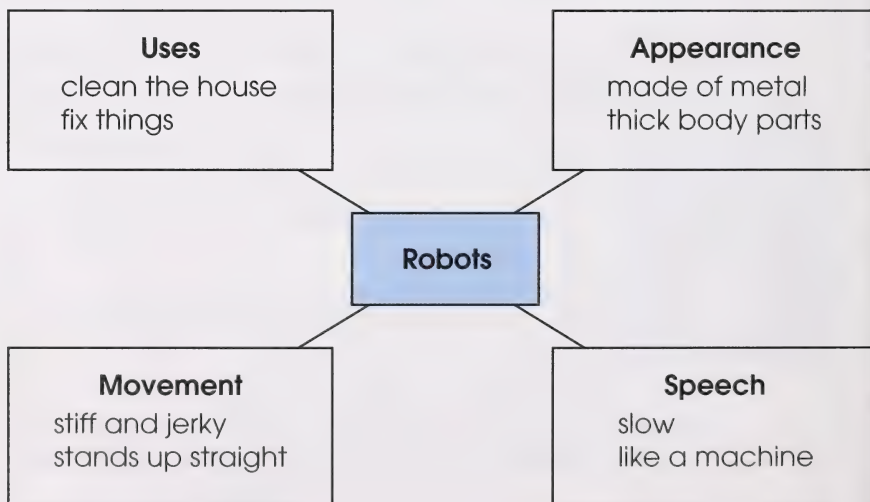


Turn to Thematic Assignment Booklet 2A, and follow the directions to complete Day 5: Printing Sentences.

Music and Movement

Time recommended: 15 minutes

Take turns acting like a robot. Discuss what you both know about robots. Can you think of more information to add to the web chart that follows?



Language Arts

Time recommended: 60 minutes

Reading

Read the following poem together twice. Emphasize the rhyming words.

Inventions

Inventions, inventions!
What would we do without inventions?
Some are big; some are small.
What would we do without them all?
With a clang and a bang
And a ring and a jing,
Wow, those inventions make us sing!

Read the poem once more. Ask the student to notice the rhyming pairs. Does the student pick out **small** and **all**; **clang** and **bang**; and **ring**, **jing**, and **sing**?

Discuss some old-fashioned inventions, such as the ones that follow.



lantern



washboards

Mention the following points:

- These were once new inventions.
- They helped people do their work.
- All have been replaced by newer inventions.

Ask whether your student knows what inventions have replaced the lantern and the washboard (electric lights and washing machines).

The following diagram shows how inventions that produce light have evolved over time. Use the diagram to discuss that inventions often result when someone thinks about a problem and comes up with a solution. People's imaginations have led to many changes in the world. Ask how many of these light sources the student has experienced.



Inventions Chart

Skim through catalogues and magazines to find modern inventions, or look around your work area for items we might take for granted, such as forks, facial tissue, toilet paper, and refrigerators. Then help the student make a chart similar to the one that follows.

Inventions That Changed the World	
Invention	Change
computers	e-mail instead of letters

List about six inventions and how each has changed the way people do things. For example, we can send e-mail rather than paper letters since the invention of computers and the Internet.



Continue with the following dialogue.



People use imagination to think of new things to make.

What do we call a person who thinks of new things to make? (an **inventor**)

Inventors use imagination to think of new ways to do things and new inventions to make.

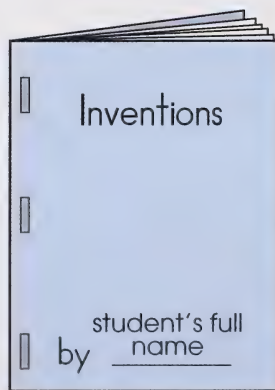
Post the inventions chart where the student can see it. Later, file it in the student's chart binder.

Writer's Workshop

Have the student choose three ideas from the inventions chart to include in a booklet. Challenge the student to imagine one personal invention as well.

Make the booklet as follows:

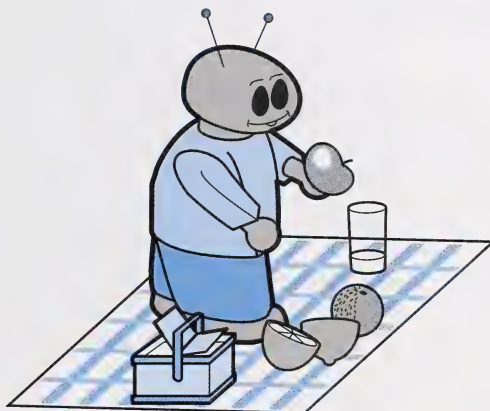
- Fold two unlined sheets of loose-leaf paper and one sheet of construction paper in half. Place the unlined papers inside the construction paper.



- Staple the booklet together along the fold.
- Help the student print the title **Inventions** on the front cover. Add the word **by** and the student's full name.

- Have the student illustrate the cover and **two** inside pages with drawings or pictures from catalogues or magazines. Use only the right-hand inside pages.
- Help the student label each inside illustration with the name of the invention.
- Discuss each invention and list the student's thoughts about it on the left-hand page. You may do this printing.
- Set aside the booklet to complete on Day 6.

It's time for lunch.



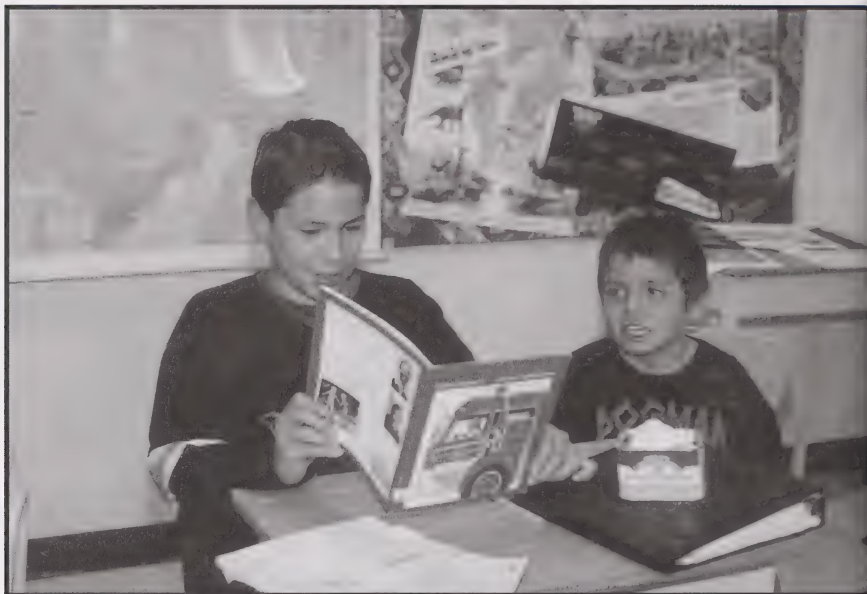
**Do you want to
invent something good to eat?**

**How about a fruit salad or a
special sandwich?**

Silent Reading

Time recommended: 5–10 minutes

You could read about inventions and inventors today.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 5.



Project Time

Time recommended: 50 minutes

You could do both projects if you have time, but only one is required.

Project Choice 1: Inventing a New Cookie Recipe

Discuss recipes and how you can change them. Then prepare a recipe to help the student do the following:

- think creatively
- listen for details
- build vocabulary
- sequence
- measure

Materials

Home Instructor's Manual



Review Let's Cook from the Appendix of the Home Instructor's Manual and then the recipe that follows.

Amazing Cookies

125 mL	margarine or shortening	$\frac{1}{2}$ cup
50 mL	white sugar	cup
125 mL	brown sugar	cup
2 mL	vanilla	tsp.
1	egg	1
250 mL	flour	1 cup
2 mL	baking soda	tsp.
1 mL	salt	tsp.
250 mL	chocolate chips	1 cup

Preheat oven to 190°C (375°F).

Cream margarine, sugars, and vanilla until light and fluffy.

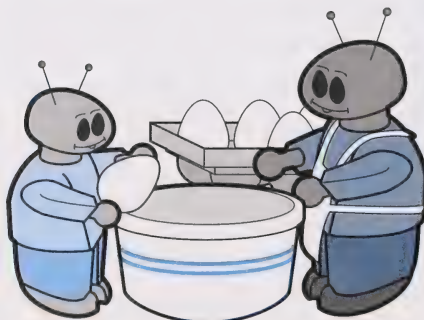
Add egg and beat smooth.

Sift in flour, soda, and salt.

Stir in chocolate chips.

Drop by spoonfuls onto a greased cookie sheet.

Bake 10 minutes.



Point out that this cookie recipe uses chocolate chips. Ask the student to suggest some ingredients that could be used instead of or in addition to chocolate chips. Examples follow:

- nuts
- chopped-up gumdrops
- raisins
- small candy bits
- currants
- finely-chopped dates
- coconut

Caution: Before using any ingredient, be sure the student is not allergic to it.



Taking risks is an important part of learning. A child may try something just to see whether it works or the result is as expected. If the student suggests an ingredient that you do not think will work, reply as follows:

“Let’s use some of the cookie dough to try your idea.”

The student will then have the opportunity to test a personal idea.

Together, gather equipment and ingredients. Prepare the recipe, using some of the student’s suggested additions. As you cook, discuss each ingredient and process. Familiarize the student with baking vocabulary, such as the terms that follow:

- | | |
|----------------------|-----------------|
| • measure | • beat |
| • ingredients | • first |
| • stir | • second |
| • mix | • third |

Prepare a written summary of your project in either of the ways that follow:

- **Scribe** your student’s story if it is long.
- Have the child print a sentence or two along with a drawing.

Scribe: print the student’s words as the child speaks

Materials

Student Folder

abc

Before placing the summary in the Student Folder, label the back with the usual information:

- student's full name
- M2D5

Project Choice 2: Inventing a Robot

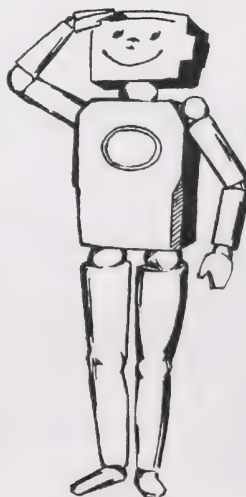
Discuss various things that a robot could do for the student, for example, eat spinach, do messy or boring chores, make the bed, or walk the dog. List the student's ideas on a chalkboard or paper.

Jobs for My Robot

make my bed

rake leaves

Encourage the student to imagine a kind of robot to make. For example, a robot that eats spinach might have a big mouth and fork-like hands and be big and strong because spinach is very nutritious.



The student may either paint a picture of the robot or use recyclable materials to make the robot.

Robot Picture

Provide painting paper for the student to brush on a light **wash** of paint for the background of a robot picture. Let it dry.

Have the student then paint a picture of the robot. Encourage interesting details, for example, the student and robot playing a game. When the painting is dry, print a few sentences that explain what the robot can do.

Robot Model

The student could create a robot model from small boxes, cans, pipe cleaners, or other recyclable materials. Help as needed. Take a photograph, or have the student draw the robot and label it.



Label the back of the robot picture or photograph with the necessary information, student's full name and M2D5. Place it in the Student Folder.



Sharing Time

Time recommended: flexible

Share the cookies or robot invention from Project Time. Talk about inventions of interest or speculate on inventions the future may bring. Display the robot painting or model, if you have one.



Let's Look Back

Time recommended: 10 minutes

Review the day, discussing areas of success, fun, or difficulty. Come up with possible solutions to any problems.

Ask questions to learn more about your student's developing creativity.

What did you like best about your **Invention** booklet?

Did you find it easy to think of a new invention? Why?

When you are writing, can you think of ideas to write and draw about?

How did it feel to act like a robot during Music and Movement?

How did it feel to be a creative cook?

Story Time

Time recommended: flexible

You could read books about inventions or the robot poem that follows.

My Robot

I'd like to build a robot
Who'd do my chores each day.
I figure if I had one,
I'd have more time to play.

When Mom calls me to do a job,
I'll send my robot twin.
"It's time to dust, Dear Robot.
The garbage next," I'll grin.

I'll have to hide when Robot works—
That thought occurred to me.
My mom would be suspicious
If she saw two of me.

Sharon Espeseth

Imagine having a robot clean
your room!

On Day 6, you'll learn more
about dreams.

Dreamland

A trip to “Dreamland” will introduce the student to different kinds of dreams—dreams while you sleep, dreams of ambition, daydreams, and even nightmares. You’ll discuss dreams and express personal feelings about them.



The student will complete the booklet about inventions, sing a lullaby, and talk about different kinds of dreams and what could cause them. For example, scary toys and movies can remain in a child’s imagination and cause nightmares when the body is at rest.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- weather chart from Day 5
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics* pages 37 and 38
- Thematic Assignment Booklet 2A – Day 6: Printing Dd
- Inventions booklet from Day 5

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 2, Day 6.

Project Time

Oral Presentation

- blank audiocassette or videocassette
- audiocassette or videocassette recorder

Let's Look Back

- Thematic Assignment Booklet 2A – Day 6: Learning Log

Story Time

- mutually chosen reading material
- *Dreams* by Ezra Jack Keats (optional)
- *Dorothy's Dream* by Kady MacDonald Denton (optional)
- *The Berenstain Bears and the Bad Dream* and *The Berenstain Bears in the Dark* by Stan and Jan Berenstain (optional)

Activities

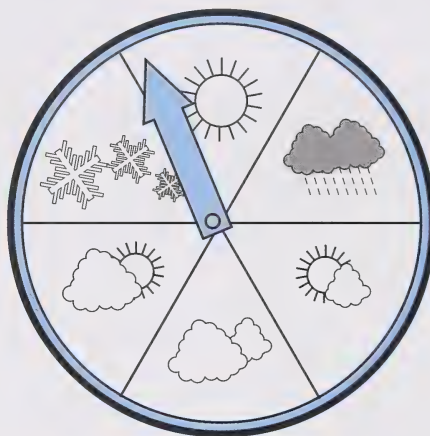
Calendar Time



Calendar Time

Time recommended: 10 minutes

Follow the usual Calendar Time procedures. If you made a weather chart on Day 5, use it to discuss and record weather conditions.



Focus for Today

Materials

Thematic Assignment Booklet



Today's focus is on **speaking**. Pay particular attention to the student's ease and confidence in speaking activities and oral presentations. Preview Day 6: Learning Log in Thematic Assignment Booklet 2A.

Language Arts

Time recommended: 35 minutes

Word Study

Print the frequently used words **in** and **is** on coloured index cards. If your student recognizes them instantly, place them in the personal word bank.



Then challenge the student to choose two words from recent reading material. Print these words on white index cards, and help the child study them. Place these words in the New Word Box.

If the student needs further practice with **in** and **is**, choose from the activities that follow:

- Match the words to a chart or story.
- Look at the familiar sounds in each word.
- Print the words on a chalkboard or unlined paper.
- Print a simple sentence with the new words underlined, and read it aloud.

The cat is in the hat.

Then place the assigned words in the New Word Box.

Materials

Collections Writing Dictionary



Have the student print any new words in the *Collections Writing Dictionary*.

Phonics

Introduce the letters **Dd** as follows:

- Review the alphabet. Have the student say the letters in order and then find the letters **D** and **d** on the Printing Chart.

Materials

Home Instructor's Manual



Refer to the Printing Chart and the Key Words and Actions Guide, which you have removed from the Appendix of the Home Instructor's Manual.

- Read the following nursery rhyme, and ask your student to listen for the sound “d” as in **drum**.

d

drum



Use your index finger as a drum baton to tap an imaginary drum while you make a “d-d-d” sound.



**Diddle, diddle, dumpling, my son John,
Went to bed with his trousers on;
One shoe off and one shoe on,
Diddle, diddle, dumpling, my son John.**

Traditional

Reread the verse, and have the student identify the words beginning with **d**.

Say the following words, and have the student do the drumming action for each word that begins with the “d” sound.

Dad	big	can
tap	desk	dig
dog	do	did

If necessary, repeat each word slowly and exaggerate the “d” sound.

Open *Level A: Modern Curriculum Press Phonics* to page 37. Read the poem, and ask the student to identify and underline words that begin with **Dd**. Read the instructions. Help with one or two examples, and then have the student complete the activity independently. (You may have to identify the American coin at the end.) Mark the page and correct any errors.

Printing

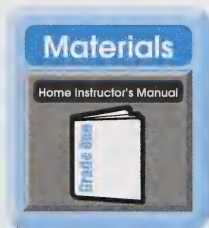
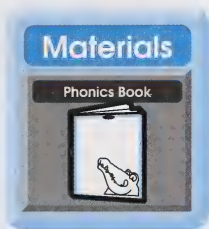
Teach the student to print the capital letter **D** and the lower-case letter **d** as follows:

Do a few finger warm-up activities as suggested in the Home Instructor’s Manual: Printing Steps and Strategies.

- Draw a base line on a chalkboard or unlined paper. Demonstrate the correct formation for the capital and lower-case **Dd**. As you print, describe what you’re doing. An example follows.

I start at the top and go down to the base line. Then I lift my pencil and go back to the top and curve around, back to the bottom.

- Ask your student to practise each letter a few times on a chalkboard or paper.



Materials

Phonics Book



Read and discuss the directions on page 38 of *Level A: Modern Curriculum Press Phonics*, and assign this page. Review the correct formation of capital and lower-case **Dd**, if necessary.

Have the student's full name and the module and day numbers, M2D6, printed at the top of page 37.

Place the phonics page in the Student Folder.

Materials

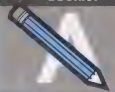
Student Folder



Turn to Thematic Assignment Booklet 2A, and follow the directions to complete Day 6: Printing **Dd**.

Materials

Thematic Assignment Booklet



Music and Movement

Time recommended: 10–15 minutes

What lullabies does your student know? Check your local library for recordings or song books. The words of a few well-known lullabies follow. Enjoy some stretches and other appropriate movements to the lullabies today.



Hush, Little Baby

Hush, little baby, don't say a word,
Papa's gonna buy you a mockingbird.

And if that mockingbird don't sing,
Papa's gonna buy you a diamond ring.

And if that diamond ring turns brass,
Papa's gonna buy you a looking glass.

And if that looking glass gets broke,
Papa's gonna buy you a billy goat.

And if that billy goat don't pull,
Papa's gonna buy you a cart and bull.

And if that cart and bull turn over,
Papa's gonna buy you a dog named
Rover.

And if that dog named Rover won't bark,
Papa's gonna buy you a horse and cart.

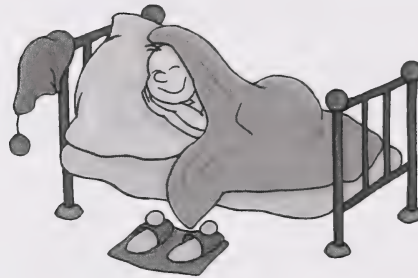
And if that horse and cart fall down,
You'll still be the sweetest little
baby in town.

Traditional

Are You Sleeping?

Are you sleeping, are you sleeping,
Brother John, Brother John?
Morning bells are ringing,
Morning bells are ringing,
Ding ding dong, ding ding dong.

English Traditional



Frère Jacques

Frère Jacques, Frère Jacques,
Dormez-vous, dormez-vous?
Sonnez les matines,
Sonnez les matines,
Din din don, din din don.

French Traditional



If you have access to the Internet, you could read the words to this lullaby in several other languages at the following website:

<http://ingeb.org/Lieder/bruderja.html>

Search for lullabies at the following site:

www.yahooligans.com

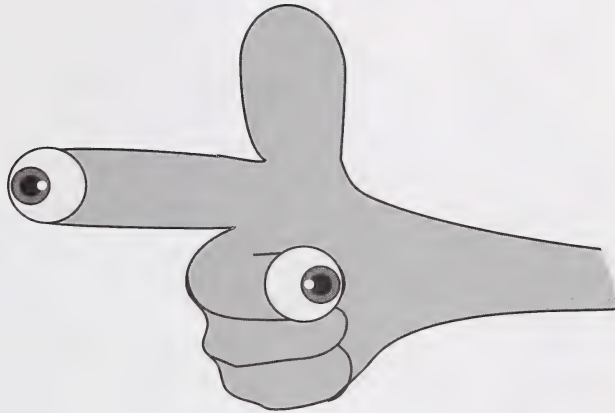
Language Arts

Time recommended: 60 minutes

Writer's Workshop

Read the first two pages of the student's **Inventions** booklet from Day 5.

Have the student illustrate and print one more page about another invention. Then have the student describe an imaginary invention. If necessary, prompt the student to imagine outrageous inventions like flying bicycles, automatic sinks, and fingers with eyes on the ends for looking into pockets.



Ask the student to draw and label the invention on the last, right-hand inside page. Then you can print the child's ideas on the left-hand page. Talk out loud and spell some words as you model the printing.

Activities

Home Instruction's Script



I will begin the sentence with a capital letter I.

I l-i-k-e to m-a-k-e...

That's the last word in the sentence, so I am putting a period after it.



Activities

Teaching Tip



Modelled writing demonstrates that writing is a series of thoughts that are written down.

Materials

Student Folder



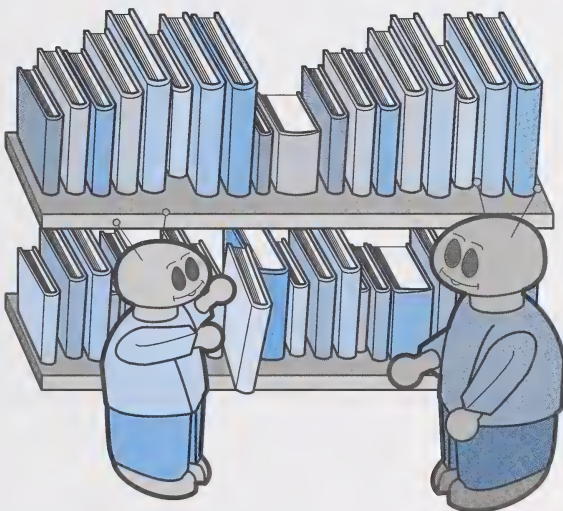
Have your student label the back of the Invention booklet with M2D6. Place the booklet in the Student Folder until Sharing Time.



Enrichment (optional)

If the student shows interest in a particular invention, visit the library or the Internet to learn more about the invention. Research encourages the following:

- natural curiosity
- further learning
- information-gathering skills

**Reading**

Print the following lullaby on a big sheet of paper. Sing it together a few times while you track the words with your hand. If you are not familiar with the tune, you could chant it or invent a tune.

Lullaby and Good Night

**Lullaby and good night;
Put your head down, and sleep tight.
Lie down now and rest;
May your slumber be blessed.**

Then lead a discussion with the following questions.

What does **sleep tight** mean? (get a good night's sleep)

What does a good night's sleep mean for you?

What does the word **slumber** mean? (to sleep quietly)

Why do you think people sleep?

Accept the student's response, and then explain that no one really knows for sure why people sleep. One thing scientists do know is that all people sleep. Sleep is very important for a person's mind and body. Without sleep, people become confused and cranky. Children need a lot of sleep so that they have energy to learn and play all day.

What does the word **blessed** mean? (protected and happy)

Why would the person singing the song want a child's sleep to be blessed? (so the child has a peaceful night's sleep with no nightmares)

Why do you think people dream?

Accept the student's response, and then explain that scientists are working to find the answer to this question. They do know that during a dream, a person's mind wanders freely. This can be good, because it lets people imagine doing things that they cannot do when they are awake. This can also be bad, because the mind could have people doing things that are scary.

Sing the lullaby a few more times. Encourage the student to track and sing it independently, if ready.

Talk about some dreams you and the student have had and why you might have dreamed of those things.

Enrichment (optional)



Visit the Berenstain Bears website at the address that follows.

<http://www.berenstainbears.com>



**It's lunch time.
What is your dream lunch?**



Silent Reading

Time recommended: 5–10 minutes



Silent reading is peaceful and relaxing.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 6.

Project Time

Time recommended: 50 minutes

Oral Presentation

Record two segments totalling no longer than five minutes on a blank audiocassette or videocassette.

- Segment 1: Discussing Dreams
- Segment 2: Reading a Story or Lullaby



Recording develops the following presentation skills:

- clear speech
- voice projection
- expressive speech

Prepare the student as follows.

We will tape a conversation for your teacher.

First, we'll practise talking into the tape recorder (video camera).

Then we'll rewind the tape and listen to our voices.

Practise until the student is used to the recorder and the sound of your voices.

Then record an introduction that states the student's full name and Module 2, Day 6: Discussing Dreams.



Segment 1: Discussing Dreams

Tape a conversation based on the following script. Add your own questions and comments to encourage your student to share.

Today, we will talk about dreams.

Tell me what you know about dreams.

Tell about a nice dream you had while sleeping.

What do we call bad dreams? (nightmares)

Have you had a nightmare you could talk about?

If you think about something nice when you are awake, that is called a daydream.

Do you ever daydream?

Tell about one of your daydreams.

When you think about what you would like to do in the future, that is called a dream, too.

What would you like to be when you are grown up?



Segment 2: Reading a Story

Have the student choose a story to read independently, for example, one from this module, such as “Fall Leaves” from *Jump In*.

Practise the story a few times; then start the tape. Have the student read the title and then the story. Help if necessary.



Before turning off the recorder, ask whether the student has anything else to tell the teacher. Afterward, listen to the tape.



Label the audiocassette or videocassette with the student's full name and the module and day numbers M2D6. Place the tape in the Student Folder.

Enrichment (optional)

Balloons and Dreams

Help the student trace and cut out a saucer-sized balloon shape from light-coloured construction paper. Say the following.

Think about a nice dream you have had.

Draw a picture about it on this balloon shape.

Encourage the student to add interesting details and colour to the picture. Help print a sentence describing the dream.



Sharing Time

Time recommended: flexible

Possibilities for sharing follow:

- Sing some favourite lullabies.
- Read the Inventions booklet.
- Invite audience members to talk about their dreams.
- Play your recording.

Let's Look Back

Time recommended: 10 minutes

Ask questions about your student's speaking development.

What did you think about talking to your teacher on the tape?

Do you think that is a good way to tell your teacher what you are doing? Why, or why not?

Would you like your teacher to talk back to you on your tape? Why, or why not?

MaterialsThematic Assignment
Booklet

Turn to Thematic Assignment Booklet 2A, and complete Day 6: Learning Log.

Story Time

Time recommended: flexible



Most children like bedtime stories to end the day and encourage “sweet dreams.” You could read books about dreams. Some suggestions follow:

- *Dreams* by Ezra Jack Keats
- *Dorothy’s Dream* by Kady MacDonald Denton
- *The Berenstain Bears in the Dark* by Stan and Jan Berenstain

**Dreams can be unusual.
Imagine dreaming about chickens
all around you!**

Find out about this on Day 7.

A Dream Come True

Today you'll continue the theme of dreams. You could mention that people dream about many things, even animals, to introduce the rhyming story "Last Night I Dreamed of Chickens."

Materials

Home Instructor's Manual



Review **modelled reading** in the Reading section of the Home Instructor's Manual before you read this story aloud.

Your student will sing about being a dog and perhaps wonder, "What might a dog dream?"



During Project Time, the student will imagine and then paint or draw animal dreams.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- interlined notebook (optional)
- *Level A: Modern Curriculum Press Phonics* pages 31 and 32
- Thematic Assignment Booklet 2A
– Day 7: Printing Gg
- “Last Night I Dreamed of Chickens”
from *Collections: It Looks Like . . .*
- *Collections Writing Dictionary*
(optional)

Music and Movement

- “I Wanna Be a Dog” from
10 Carrot Diamond audiocassette
- *10 Crunchy Carrots* videocassette
(optional)
- audiocassette player
- videocassette player (optional)

Silent Reading

- favourite reading material
- music (optional)

Math Time

- See Mathematics Module 2, Day 7.

Project Time

Project Choice 1: Brush Painting Dreams

- paint shirt or apron
- plastic or newspaper to protect
work area
- containers for paint and water
- large, shallow pan

Project Choice 2: Drawing Animal Dreams

- a pet animal

Story Time

- mutually chosen reading material
- *Chicka Chicka Boom Boom* by Bill
Martin, Jr. and John Archambault
(optional)
- *Collections: Where Do Words Go?*
(optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with the usual Calendar Time activities. Observe your student's ability to do the following:

- name the days of the week
- name the present season
- count to ten
- show today, yesterday, and tomorrow on the calendar
- identify morning, afternoon, and evening

Focus for Today

The focus for today is on **sharing personal experiences** that are related to text and music about dreams. During Calendar Time, you also focused on understanding the concept of time.



Language Arts

Time recommended: 35 minutes

Spelling

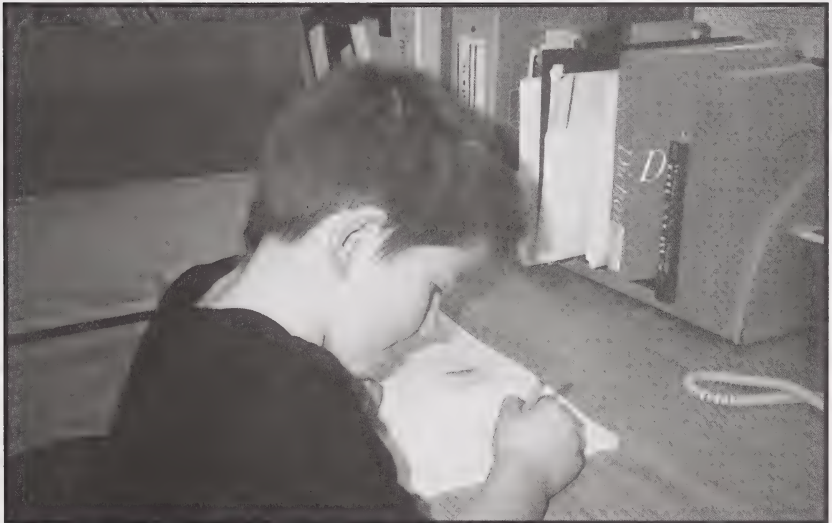
Provide an interlined notebook or unlined paper, and help the student print sentences that use the assigned words for this module.

and	can	at
a	an	of

If necessary, remind your student to use the following:

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence

Finally, have the student underline the spelling word in each sentence.

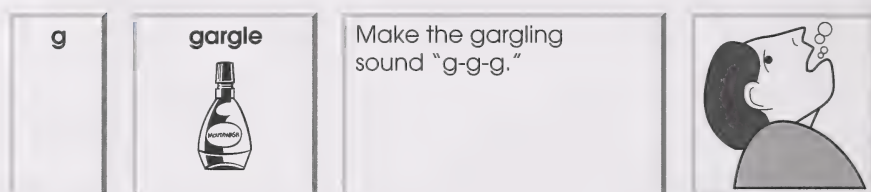


If your student was able to spell the assigned words on Day 1, you chose other spelling words. Use these personally chosen words in sentences as well.

Phonics and Printing

Introduce the sound of the initial consonant **g** with the strategies that follow:

- Use the key word and action for the “hard” sound of the letter **g**.



Note: The soft sound of **g**, which says “juh,” is listed below this on the Key Words and Actions Guide. If your student is aware of the difference between the hard and soft sounds of **g**, use the guide to help clarify them. Otherwise, this distinction is not necessary today.

- Print the key word **gargle** on a chalkboard or paper. Say the word, demonstrate a gargling sound, and have your student repeat them.
- Point out that **gargle** has two “gargling g” sounds. Help the student list six other words that begin with the “guh” sound.
- Say the following words, and have the student make a gargling sound each time the “guh” sound is heard.

goat
gift

hand
fan

girl
sat

guess
gum

jet
get

- Review the alphabet, and ask the student to find the letters **G** and **g** on the Printing Chart from the Home Instructor’s Manual.

- Demonstrate printing capital **G** and lower-case **g**. Model the strokes outlined in the Printing Chart. Have the student practise these letters as follows:
 - in the air
 - on a blank paper or chalkboard
 - on a base line
 - on interlined paper

Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, page 31. Read the poem, and have the student identify each word that begins with the “guh” sound. Read the directions together, and have the child work independently. Mark the page, help with corrections, and re-mark as on previous days.

Complete page 32 in the same manner.

Materials

Student Folder



Have your student label the page with full name and M2D7 before placing it in the Student Folder.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2A, and complete Day 7: Printing **Gg**.

Music and Movement

Time recommended: 10–15 minutes

Materials

Audiocassette



Activities

Home Instructor's Script



Listen to “I Wanna Be a Dog” from *10 Carrot Diamond*. If you have the videocassette *10 Crunchy Carrots*, watch it to learn the actions. Then ask the following questions.

Have you ever pretended to be a dog or another animal?

Why do you think a dog wags its tail? (It is happy.)

Would you like to walk in the mud or dig holes, just like a dog?

Listen again. Clap and sing along. Listen a third time as the student pretends to be a dog doing the following actions from the song:

- chasing cars
- knocking over garbage cans
- digging big holes
- running in the street
- getting mud on their feet
- growling
- scratching fleas and ticks
- running after sticks
- howling at the moon
- sleeping curled up



Language Arts

Time recommended: 60 minutes

Reading



Turn to Collections: *It Looks Like . . .* Open to Contents, and guide the student to find “Last Night I Dreamed of Chickens.”

Read the title and the names of the author and illustrator. Have the student study the illustration on page 3 and tell what is happening. If the child doesn’t notice the “dream bubble,” draw attention to it. Establish that the boy is dreaming.

Read page 3 aloud. Use **modelled reading**. Have the student follow the words as you track and read. Ask the student to listen carefully to see whether the words give the same ideas as the picture.



Study the picture on page 4. Ask more questions.

Now what is happening? (The chickens are moving.)

Is the boy still dreaming? (yes) How can you tell? (There is still a dream balloon.)

What are the chickens doing in his dream? (running, jumping, pecking)

Read to compare the picture and the text. Do the same with pages 5, 6, and 7, one at a time. Ask some final questions.

Now what do you see? (eggs on the boy)

Why is the dream bubble gone? (He is awake.)

What has happened to the dream? (It has ended, or it has come true.)

Does the story say the dream came true? (no)

We can see the dream came true, by reading the words and looking at the picture.



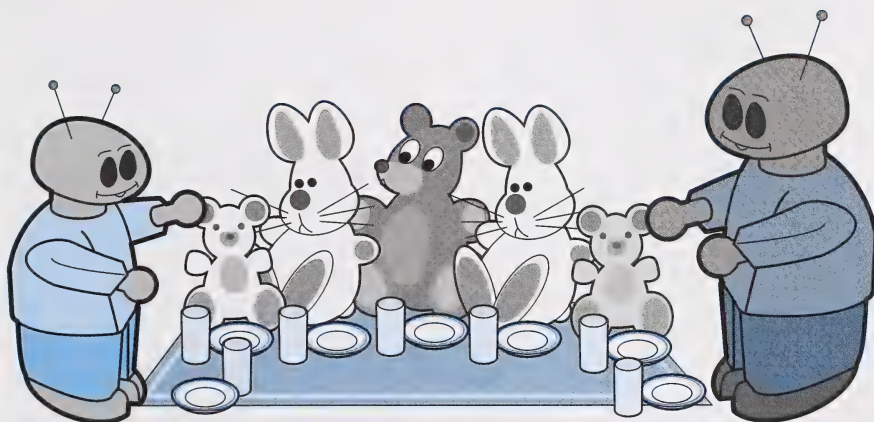
The student doesn't need to know the comprehension terms **reading between the lines** and **making inferences**. The text does not say, "This is no longer a dream. This really happened."

Readers often must reach conclusions that are not directly stated, but implied by information given. Advanced readers do this higher-level skill automatically, but beginners may need help.

Journal Writing

Discuss this question.

Have you ever dreamed about animals?



We read about a boy who dreamed about chickens.

Do you think animals dream as we do?

If animals do dream, what do you think they dream about?

Why do you think that?

Ask if the student has ever noticed a sleeping animal's ears, whiskers, or tail twitching. Suggest that these actions may indicate the animal is dreaming. Imagine what various animals could dream. For example, a dog might dream of chewing on a big bone.



Day 7 • A Dream Come True

Materials

Collections Writing Dictionary



Have the student draw a picture and print a sentence about an animal's dream.

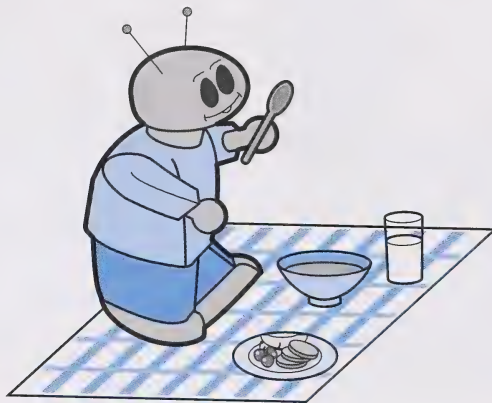
Help sound out letters and words. Refer the student to the *Collections Writing Dictionary* or word charts. Read the Journal entry together until the student can read it without help.

Materials

Student Folder



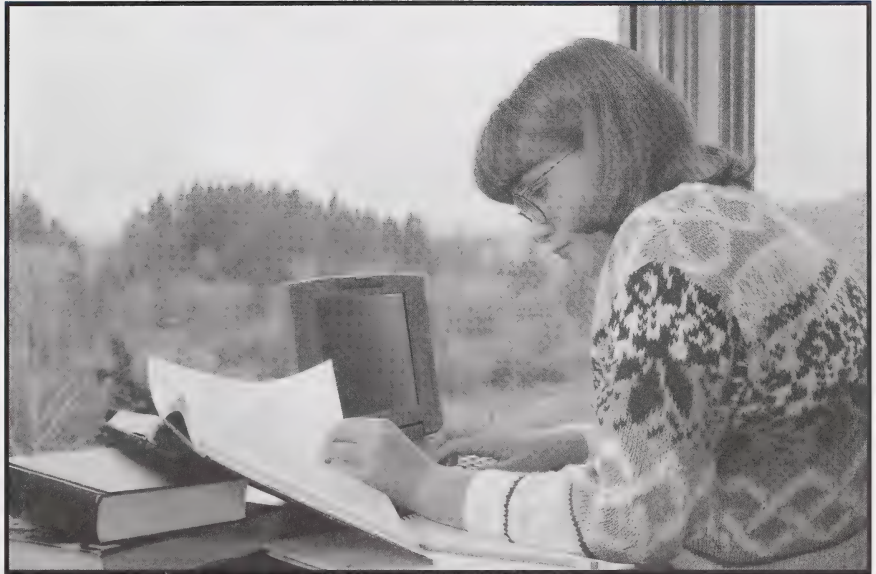
Have the student label the back of the writing page with full name and M2D7. Place it in the Student Folder.



What will you have for lunch today?

Silent Reading

Time recommended: 5–10 minutes



Reading is important for everyone.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 7.

Project Time

Time recommended: 50 minutes

Have the student choose one of the following projects:

- Project Choice 1: Brush Painting Dreams
- Project Choice 2: Drawing Animal Dreams

Project Choice 1: Brush Painting Dreams

Provide a paint shirt or apron, and cover the painting areas with plastic or newspaper.

Materials

Home Instructor's Manual



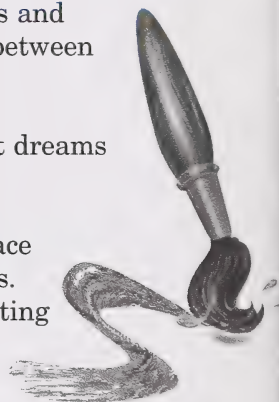
Mix batches of red, blue, and yellow poster paint to a creamy consistency, as in the Art section of the Home Instructor's Manual.

Have the student identify each colour.

Allow time to experiment with various brushes and notice the line each makes. Rinse them clean between colours.

The student may then imagine anything about dreams to paint.

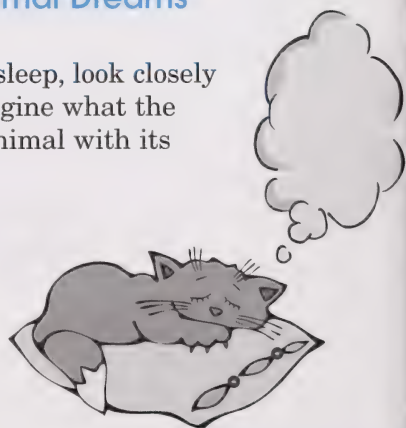
Allow each picture to dry slightly, and then place it in a pan of cool, clear water for a few seconds. Warn the student that this will make the painting look different. Discuss how the colours run together and create new colours and designs.



Let each painting dry on newspaper. Have the student describe each painting and choose one to send to the teacher.

Project Choice 2: Drawing Animal Dreams

A student with a pet could watch it sleep, look closely for twitching or eye movements, imagine what the animal is dreaming, and draw the animal with its dream in a balloon shape.





For either project, challenge the student to print a title on the back and dictate a story for you to print. Add the student's full name and M2D7. Display the project for a few days before placing it in the Student Folder.

Sharing Time

Time recommended: flexible

The student could do any of the following:

- Display and discuss the artwork from Project Time.
- Lead a discussion on animal dreams.
- Read or tell the story "Last Night I Dreamed of Chickens."
- Share the Journal Writing.

Let's Look Back

Time recommended: 10 minutes

Ask what was most enjoyable today and what was most difficult. Then ask about Calendar Time activities.

Do you like Calendar Time?

What do you like (or not like)?

How does a calendar help us? (tells what day, month, and year it is; reminds us about special days)

What are the days of the week? What is today?

What month is it now?

What year is it now?

Story Time

Time recommended: flexible



Children generally enjoy alphabet books. They help teach the letters of the alphabet, their sounds, and the order of the letters.

You could read *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault or “Alphabet Fun” from *Collections: Where Do Words Go?* For more alphabet books, see Additional Resources near the front of this module.

**Do you like cats and
kittens?**

**Next day, you’ll learn
more about cats.**



I Want to Be a Cat

In Day 7, you sang “I Wanna Be a Dog.” Today, you’ll imagine being a cat.

A student with a cat as a pet will recognize that cats are playful, curious, and independent. A child who has not been around cats may need more background discussion, reading, videos, or even visits with cats.

Observe cats to imagine what it would be like to be a cat. For example, what are cats thinking when they look at you with half-closed eyes? What are they dreaming during their famous cat naps? Today, *you* can be the cat.



Do cats tell secrets?

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics* pages 33 and 34
- Thematic Assignment Booklet 2A
– Day 8: Reviewing Ff and Jj
- “The Cat Wants In” from *Swing In*

Music and Movement

- “March of the Siamese Children”
from *Classics for Children*
(optional)
- compact disc player (optional)
- recording of “The Cat Came Back”
by Fred Penner (optional)

Silent Reading Time

- magazines, books, or other favourite reading material

Math Time

- See Mathematics Module 2, Day 8.

Project Time

Project Choice 1: Stuffed Cat

- shredded newspaper

Project Choice 2: Cat Sewing Card

- hole punch or large nail (optional)
- yarn or long shoelace
- blunt-tipped plastic or craft needle
(optional)

Story Time

- mutually chosen reading material
- “The Musical Cat” from *Collections: Once Upon a Time* (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

Proceed with your usual calendar routine. Add any special events to your calendar. Discuss the weather.

Focus for Today

Focus on **ability to organize information in a web chart**. Does the student offer suggestions, put similar ideas together, and stick to the topic? Is the student able to write some of the words?



You will make a web chart about cats.

Language Arts

Time recommended: 35 minutes

Word Study

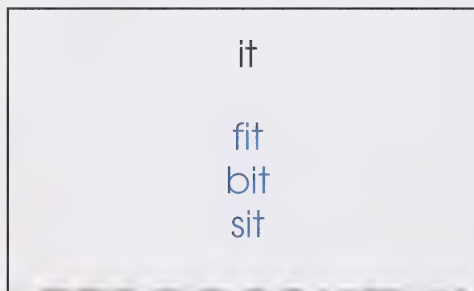
Without saying them, print the following high-frequency words on coloured flash cards. If your student is able to read them at a glance, place them in the personal word bank. Otherwise, have the student practise printing and reading the words on a computer screen, chalkboard, or piece of paper.

it

if

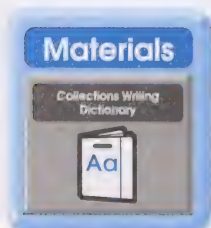
Study these words as follows:

- Discuss any sounds your student recognizes. Point out that today's words have the same beginning sound as **in** and **is**, introduced on Day 6. Review the sounds and actions for the letter **f** and the letter **t**.
- Outline the shape of each word.
- Use different colours to distinguish vowels and consonants.
- Print sentences using the words **if** and **it**. Have the student read each sentence and underline the new word.
- Find the words on charts or in stories.
- Think of rhyming words for **it**, and print them on a paper or chalkboard. Post this word family for future use.



Place the two high-frequency words in the New Word Box.

If the student easily recognizes **if** and **it**, help choose one or two theme words to print on white flash cards. Study them, and then place them in the New Word Box for future review.



Have the student add any new words to the *Collections Writing Dictionary*.

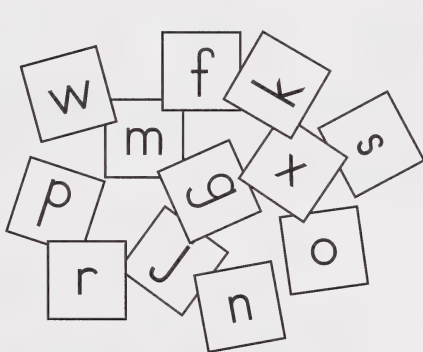
Phonics and Printing

The letters **Ff** and **Jj** were introduced in Module 1B. Use the letter cards from the back of *Level A: Modern Curriculum Press Phonics* to test the student on these letters as follows:

- Show them in a random arrangement of letters, and have the student recognize and name them.



- Have the student find these letter cards among an array of cards.



- Ask the student to give the sound, key word, and action for each letter.



Activities

Teaching Tip



You have already taught the letters and sounds for **f** and **j**. Now, you're testing to see whether your student has retained this information. This is called **Teach, Test, Reteach**.

If the student recognizes the letters and sounds well, go right to the assignment.

Materials

Home Instructor's Manual



If the student is less sure, reteach using suggestions in the Phonics section of the Home Instructor's Manual.

Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*. Have the student complete pages 33 and 34 as directed, marking and correcting the pages one at a time.

Materials

Student Folder



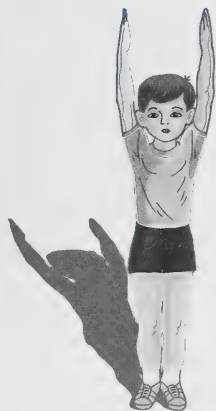
Label the page with the student's full name and M2D8 before placing it in the Student Folder.

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 2A, and follow the directions to complete Day 8: Reviewing Ff and Jj.



Music and Movement

Time recommended: 10–15 minutes

Begin with stretching. Use stretches appropriate for your child. Stretch up tall, and bend down low.

Stretch like a cat. Kneel down, and arch your back. Stretch out on the floor, and make yourself as long as possible.



Discuss how a cat moves. Play some instrumental music, and move like a cat. You could play “March of the Siamese Children” from *Classics for Children*. Ask what your student knows about Siamese cats.

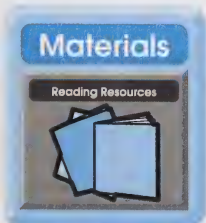


If you have access to it, listen to a recording of “The Cat Came Back” by Fred Penner.

Language Arts

Time recommended: 60 minutes

Reading

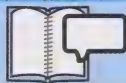


Turn to the table of contents in *Swing In*. Find “The Cat Wants In.” Suggest the student look for the words **The Cat**, run a finger across to find the page number, and then turn to it.

On page 52, read the title together, pointing to each word. Have the student look through the story to predict what it is about. Ask the following questions.

Activities

Home Instructor's Script



What does the boy seem to be doing?
(building with blocks)

What do you think the cat wants?



How is the boy treating the cat?

Let's read the story to see what is happening.

Read the story together. Note how often the first line says "The cat wants"

What did the cat want most of the time? (in or out)

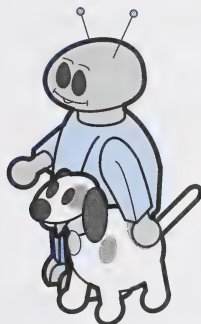
Print the words **in** and **out** on a chalkboard or paper.

in out

What else did the cat want?

Look through the story to find answers. (food, a pat, to play, to sleep)

When the cat was sleeping, what did the dog want? (out)



How do you think the boy was beginning to feel?

What words could describe the boy in the story? (patient, kind, busy, happy)

Go back to the beginning of the story. Continue the script.

The boy talks to his cat.

This time when we read the story, you read what the cat wants.

I'll read what the boy says.

My part has marks called quotation marks.

Point them out.

Quotation marks go around the words someone says.

The boy says, "Come in, Taffy."

Read the story a third time. This time, the student could read the parts in quotations. Encourage the child to focus on each word, sound it out, and refer to the pictures rather than read from memory.

Writer's Workshop

Cat Web Chart

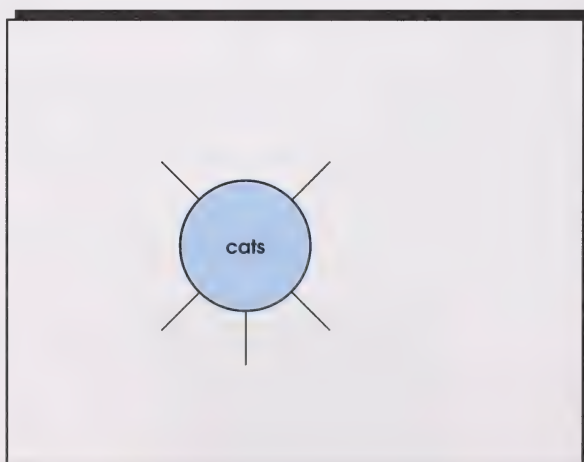
Activities

Teaching Tip



Webbing shows the relationship between words and ideas. Use this grouping strategy to organize any information in a meaningful way.

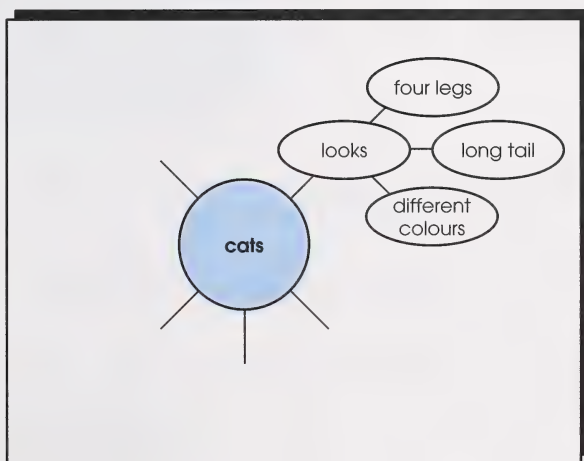
Print the word **cats** in the middle of a large sheet of paper. Draw a circle around this word. Draw five lines radiating from the centre circle. Say that the lines in the web chart are like spokes in a wheel. Everything is attached to the main idea in the middle.



Brainstorm words or phrases about cats. Ideas follow:

- what they look like
- what they eat
- how they feel
- sounds they make
- what they do

Have the student print a word from your list at the end of each “spoke” and draw a circular shape around each word. Add spokes and words around these words also.



Label the web chart with the student's full name and M2D8 before placing it in the Student Folder.

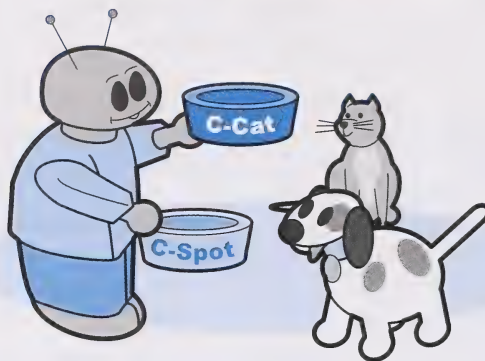
Enrichment (optional)

The student could make a cat-shaped booklet. Draw your own cat shape or use the template from Day 8: Cat Shape in Thematic Assignment Booklet 2A.



To learn more about cats, check the Internet or the non-fiction section of a library. Encyclopedias often show photos of different breeds of cats. Add some cat facts to the booklet.

Are there any hungry pets to feed?
Are you hungry, too?
Enjoy your lunch!



Silent Reading

Time recommended: 5–10 minutes

Today, you could read books about cats.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 8.

Project Time

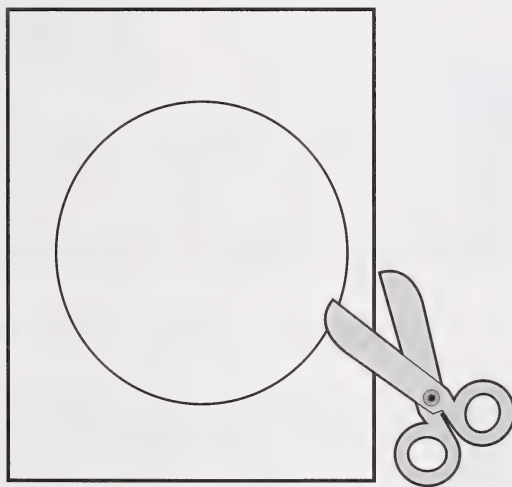
Time recommended: 50 minutes

Choose one of the projects that follow.

Project Choice 1: Stuffed Cat

Help your student with the following instructions:

- Cut out two large circles from art paper. Use a plate as a pattern.



- One circle will be the front of the cat's head; the other will be the back. Draw a cat's face on the front circle.
- Cut out two ear shapes and some whiskers from construction paper. Glue the whiskers on the cat's face. Staple or glue the ears to the top of the cat's head.
- Place the two circles together, and staple around two-thirds of the outside edge, leaving a space open from ear to ear.

- Stuff shredded newspaper between the cat's ears to puff up the face. Then finish stapling the remainder of the cat's head.
- Finally, help the student do a report: draw a picture and write a sentence about this cat project. You could take a photo as well.

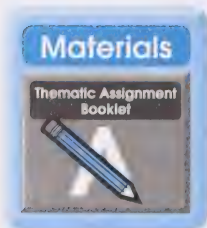


On the back of the report, have your student print full name and M2D8. Place this page in the Student Folder. If you get a photo, label it for the Student Folder also.

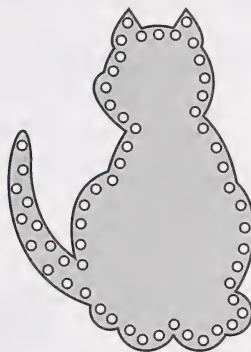
Project Choice 2: Cat Sewing Card

Help your student with the following instructions:

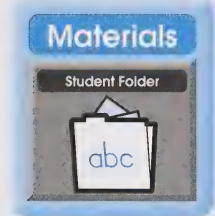
- Remove Day 8: Cat Shape from Thematic Assignment Booklet 2A. Glue it onto light cardboard, and cut it out.



- Punch holes evenly around the outline with a hole punch, nail, or tip of a pencil. Leave about one centimetre between holes.



- Thread yarn through the needle, and tie a large knot at one end. Alternatively, wrap a small amount of tape around one end of the yarn, or use a long shoelace.
- Stitch from hole to hole, all the way around the outline.
- Tie the yarn or shoelace off.
- Use felt markers to fill in details, such as eyes, nose, whiskers, and mouth.
- Label with the necessary submission information, name and M2D8, before placing in the Student Folder.



Sharing Time

Time recommended: 10 minutes

Following are some sharing possibilities:

- Take turns reading parts of “The Cat Wants In.”
- Display and discuss the Cat Web Chart.
- Show the stuffed cat or cat sewing card from Project Time.
- Discuss cats, and share songs, stories, or poems about cats.



Let's Look Back

Time recommended: 10 minutes

Discuss each Day 8 activity briefly, asking which the student particularly enjoyed or found difficult.

Place the cat web chart in front of your student. Ask the following questions.

Did you like the web chart on cats? Why, or why not?

Do you think it is a good way to show what you know about cats? Why, or why not?

Why did we put these words in a group? (For example, they talk about how cats look.)

Why do you think the term **web chart** has the word **web** in it?



Story Time

Time recommended: flexible

Story Time is important for extending vocabulary and laying a foundation for reading and writing skills. As the student's listening vocabulary increases, so will speaking and writing vocabulary.

There are many children's stories, poems, and nursery rhymes about cats. Some are listed in Additional Resources at the beginning of this module. You could read "The Musical Cat" in *Collections: Once Upon a Time*.



**Cats meow, but what sound does
air make?**

Day 9 will take you up, up in the air.

Up, Up, and Away!

Day 9 is the halfway point of Module 2. The teacher may have asked you to send in your Student Folder items along with your Assignment Booklet today.

Imagine the possibilities of flight today with a poem and with music from *Classics for Children*.



Your student's learning may also be taking flight. Reflection and self-evaluation are emphasized today.

The student may experiment to learn interesting facts about flight during Project Time, or you could use this time to prepare materials for submission.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- weather chart spinner
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics* pages 87 and 88
- “Bubblegum Benny” from *Toes in My Nose* by Sheree Fitch
- various colours of inflated balloons, such as red, purple, blue, pink, brown, green, orange, white, yellow, and black, each with approximately 60 centimetres of string attached
- Thematic Assignment Booklet 2A – Day 9: Colour the Balloons
- all reading resource books from Module 2A

Music and Movement

- balloons and string

- “Aquarium,” “Aviary,” and “The Swan” from *Classics for Children*

- compact disc player

Silent Reading Time

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 2, Day 9.

Project Time (optional)

Project Choice 1: Hot Air Balloon

- various colours of tissue paper
- hair dryer

Project Choice 2: How Do Things Fly?

- paper airplanes
- binoculars (optional)
- various kites (optional)

Story Time

- mutually chosen reading material
- *The Balloon Tree* by Phoebe Gilman (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

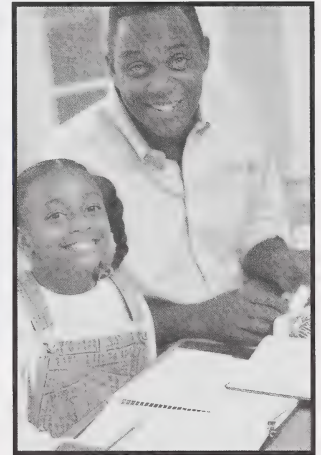
Follow the usual Calendar Time procedures.

If your student is able to do most activities without help, have the child ask the calendar questions today. Guide the student for a question or two. Then have the student select some calendar activities.

Focus for Today

Focus on **self-evaluation and personal planning**. Help your student identify favourite assignments and celebrate “best work” from Module 2A.

Also identify areas for improvement, and set goals for future learning.



Language Arts

Time recommended: 35 minutes

Word Study

Test for automatic recognition of two new words.

for

was

If the student reads these words easily, place them in the personal word bank, and then choose two other words.

Otherwise, study these words as follows:

Materials

Home Instructor's Manual



Refer to the Key Words and Actions Guide from the Appendix of the Home Instructor's Manual. See the chart on Vowels affected by “bossy r.”

Activities

Teaching Tip



The word **for** is a combination of the “f” sound and the small word **or**, which was introduced in Module 1.

f or = for

When a vowel is followed by the letter **r**, that vowel is affected by the **r**. In **or** and **fork**, the letter **o** is neither a “short o” vowel nor a “long o” vowel. The two letters are bound together, and the letter **r** is the “boss.”

Come on!
Let's do it my way.

or

That's where the term **bossy r** comes from.

The word **was** has irregular spelling and must be memorized by sight. Introduce the sound of the letter **w** with the key word **water**.

w

water



Form the word **water** in sign language. Begin with the right hand letter **w**, as shown. Then touch the index finger of your **w** hand to your mouth a few times to indicate drinking water.

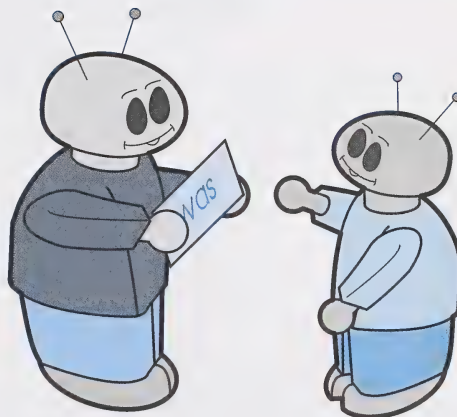


Materials

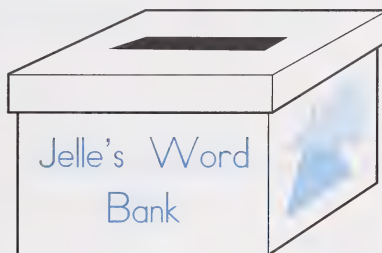
Home Instructor's Manual



For additional practice, choose one or two activities from Word Box Teaching Notes in the Appendix of the Home Instructor's Manual.



Then place these words in the New Word Box. Review the box regularly, and transfer words that have been mastered into the student's personal word bank.



Materials


Collections Writing Dictionary



Add any new words to the *Collections Writing Dictionary*.

Phonics and Printing

On Day 1, you made a chart of **at** and **an** word families. Today, make one with words that end in **ap** and **and**. You could add sketches to reinforce the words; refer to an example on the following page.

ap	and
map cap	hand sand
	

Materials

Phonics Book



Turn to *Level A: Modern Curriculum Press Phonics*, and complete page 87 as directed. Help with the sentence completions by reading the sentences if necessary, but have the student choose and print the correct word to finish each sentence.

Place the Printing chart close by, and refer the student to it for help with printing. Monitor progress; discuss and correct any errors.

Materials

Student Folder



After page 87, turn to page 88. Clarify the directions, and encourage the student to complete the page independently.

Label the sheet with the student's full name and M2D9. Place the page in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Caution: Balloons can be dangerous. Be sure to supervise as children play with balloons. Only an adult should blow up the balloons.

Blow up a balloon, tie the end, and attach a string. Weather permitting, go outside and allow the balloon to move in the wind. Observe how the balloon moves.

Go back inside, and supervise while the student plays with the balloon. Remove the string, and have the student toss the balloon in the air. Observe as it floats down. Ask the student to keep it aloft by gently hitting it up as it drifts down.

Activities

Home Instructor's
Script

Ask the following questions.

Have you ever watched a helium-filled balloon?

How does it move? (It stays up.)



Imagining Flight

Have your student listen with closed eyes to music from *Classics for Children*. Find “Carnival of the Animals,” and have the child imagine being able to fly. Play the following pieces from this section:

- “Aquarium”
- “Aviary”
- “The Swan”

Ask the student to imagine a balloon floating through the air. Lower the volume for the spoken introduction to each piece so that it does not interfere with the child’s imaginings.

Point out that the music changes pitch from higher to lower or lower to higher when you hear the change.

Did you hear the music going higher?

Listen carefully, and tell me when you hear that happen again.

Play the same music again. This time, ask the student to pretend to be a balloon floating to the music. Float up when the music goes higher, and float down when the music goes lower.

Language Arts

Time recommended: 80 minutes

Reading



Find the poem “Bubblegum Benny” in the book *Toes in My Nose*.

We are going to read “Bubblegum Benny” by Sheree Fitch.

Sheree Fitch wrote all the poems in this book.

Look at the illustrations on this page.

What do you think is happening in these pictures?

What do you think this poem will be about?
Why do you say that?

Read the poem aloud. Stop occasionally to say, “I wonder what happens next!” Encourage predictions to keep the student’s attention on the poem and make reading easier by anticipating what will follow.

Be guided by the student’s responses. Stop if the child has comments or questions.

Afterward, discuss the predictions and whether they suit the poem.

Then ask the student to express an opinion and make comparisons. There are no wrong answers to these questions.

What do you like best about this poem? Why?

Do you like balloons?

Materials

Reading Resources



Focus your student's attention on the various colours of balloons that you previously filled with air. Help the student print the colour name of each balloon on a flash card. Take turns matching the correct colour name to each balloon. Occasionally, make an error so that your student will have the opportunity to correct the error and enhance the learning.

Which colour balloon would you like? Give the student the balloon.

Do you think Benny was scared when he was up high in the air? Why?

What do you think would happen if Benny's bubblegum balloon popped?

Do you think this story could really happen?

Discuss the difference between real and imaginary events.

Could this story happen if the bubblegum was one large balloon or several smaller balloons filled with air?

Could this happen if a large balloon was filled with **helium**?

helium: a gas that is very light and will not burn

If the student is not familiar with helium balloons explain that they lift because helium is lighter than air.

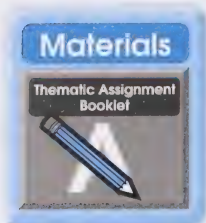
Do you think one balloon would lift a child?

How many balloons would it take?

Is this an imaginary poem or a true story? (imaginary)

An imaginary story is known as **fiction**.

fiction: writing that tells about people and happenings that are imaginary but could be based on true things



Turn to Thematic Assignment Booklet 2A, and follow the directions to complete Day 9: Colour the Balloons.

Journal Writing

Use the script that follows to begin a review of Module 2A. Include the following in your review:

- favourite books, songs, and activities
- favourite assignments and projects
- improvements in reading, printing, and singing
- skills that need improvement
- goals for future learning

First, set out all the books from this module.

You have read a lot of books in this module.

Which book would you say is your favourite?

What was this story about?

Is there a special part you liked? Why?

Would you tell someone else that this is a good story to read? Why?

Then look through this module booklet, Assignment Booklet 2A, and the contents of the Student Folder.

What activities have been the most fun so far in this module?

What did you do really well in this module?

What was the most difficult thing?

What could you do to get better at doing this difficult task?

What would you like to tell your teacher about your work?

Help the student print one sentence about this module. Set the writing page aside to be completed later during Let's Look Back.

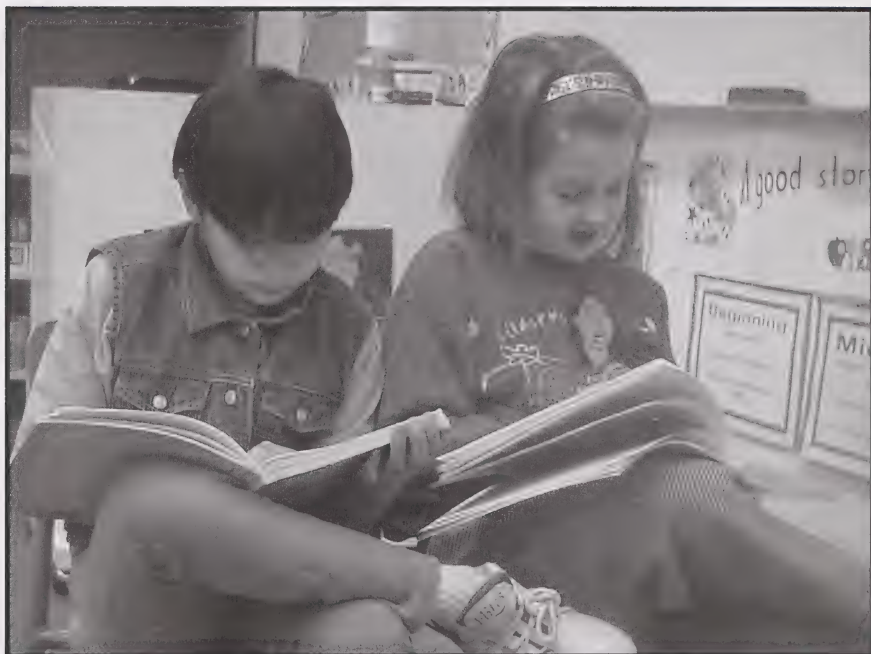


**Has all this “flying” made you hungry?
It’s time for your lunch break.**

Silent Reading

Time recommended: 5–10 minutes

The student could read books about **flight** today.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 2, Day 9.

Project Time (optional)

Time recommended: 50 minutes

Both projects today are optional. You could do one now, if you do not need this time to prepare materials to submit to the teacher.

Note: Warn your student that really trying to fly could be dangerous.

Project Choice 1: Hot Air Balloon

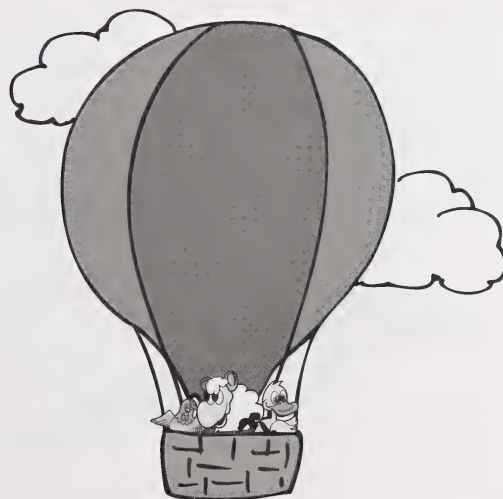
Read the following information aloud.

Hot Air Balloons

Long ago, in a country called France, the Montgolfier brothers observed that steam and smoke rose upward. They decided to try trapping hot air in a balloon to see if it would also rise up into the air.

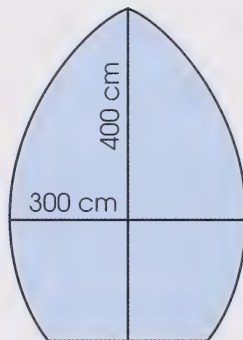
The brothers made a large balloon out of light cloth and filled it with hot air. They attached a basket below the balloon to carry passengers.

To test their idea, they put a sheep, a rooster, and a duck into the basket. The idea worked, and the first flight was a success.

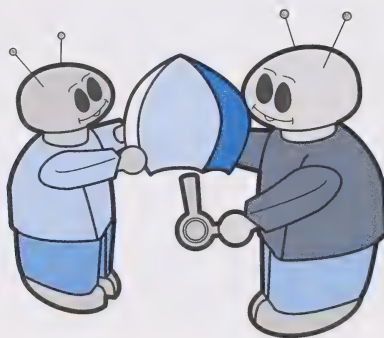


Day 9 • Up, Up, and Away!

Help the student cut out six tissue-paper shapes as follows.



Carefully glue the pieces together along the sides, leaving the bottom edges open. Let the glue dry.



Hold the tissue balloon and blow hot air from a hair dryer into it. Discuss what happens.

Help the student print a sentence about how this experiment turned out.

The balloon
went _____
when hot air
blew in it.

Project Choice 2: How Do Things Fly?

Read the following information aloud.

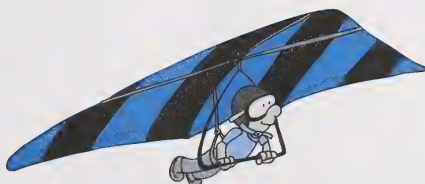
Hang-Gliders

A very long time ago, a man called Saracen of Constantinople decided to try to fly. He fitted wooden slats into a flowing robe. Flapping these makeshift wings, he leapt from a high tower. His flight was a short one.

As time went on, would-be birdmen from all over Europe continued “hang-gliding” off castles and cathedrals. They all contacted the ground with the same rude jolt.

A few inventors had some success with hang-gliders in the 19th century, but it wasn’t really until the 1960s that hang-gliding caught on as a safe and popular sport.

Hang-gliders work the same as all other flying things. They put air to work to help them fly. How?



When a hang-glider pilot throws himself or herself off a cliff, air starts flowing around the glider's wings. The faster air moves, the lower the air pressure. The curved shape of the wing makes the air move faster over the top of the wing than it does under the bottom.

This makes the air pressure lower over the top of the wing than under it. The result is *lift*.

lift: the force of air under a flying object that keeps it in the air

Continue with the following dialogue.

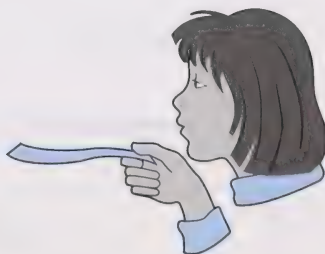
You can make a piece of paper lift.

You can see how hang-gliders and other aircrafts stay up in the air.

Lift Experiments

Guide your student to hold one edge of a piece of paper between thumb and index finger, letting the remainder of the paper droop over the other fingers.

Have the student place the mouth close to the thumb, and blow hard over the top of the paper. Talk about what happens.



Then make some folded paper airplanes with the directions that follow or use your own method. Fly your paper planes indoors and outdoors.

- Fold the paper in half lengthwise.
- Fold the corners of one end in to meet the center line.
- Fold each side down to make the wings.

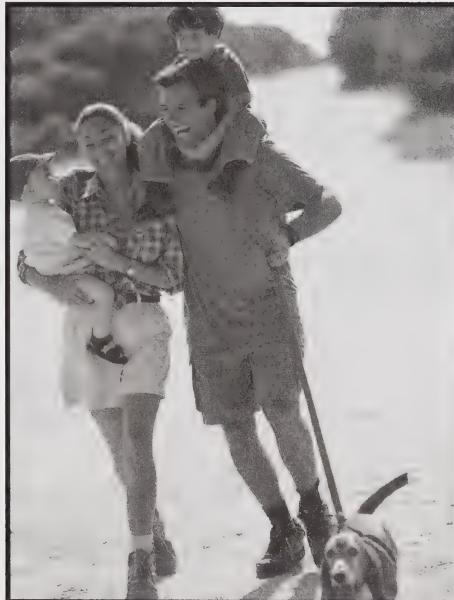


Help the student print a sentence about these experiments.

Enrichment (optional)

Observing Flight

Go on a flight walk. Observe and discuss what you see flying. A pair of binoculars will help you see more clearly. When you return, list the things you saw.





Kite Outing

Fly various kites on a windy day. Discuss why some kites fly better than others. Research more at the library or on the Internet.

Sharing Time

Time recommended: flexible

Sharing ideas follow:

- Demonstrate the Project Time experiments.
- Read “Bubblegum Benny.”
- Celebrate accomplishments from Module 2A.
- Share your music adventure.
- Take a flight walk or kite outing.

Let's Look Back

Time recommended: 10 minutes

Sort through the Student Folder again to help your student recall the activities of the past nine days. Encourage the child to comment on each item. Set out the writing page from this morning and recall your discussion from Journal Writing.

Focus on the specific activities that you discussed earlier.

Setting a Goal

Let's write a note to tell your teacher what you find most difficult. Then you can explain what you plan to do to get better at this difficult job.

You will be setting a **goal**, or making a plan.

On the same writing page, scribe what your student says about a task that is difficult. Then record the student's plan for improvement in this area.

goal: something you want and will work at getting

Materials

Student Folder

abc

Before adding this page to the Student Folder, write the necessary information on the back:

- full name
- M2D9

Story Time

Time recommended: flexible

Reread favourite stories from the last nine days, or choose other stories that fit today's theme. *The Balloon Tree* by Phoebe Gilman is one possibility.



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Contents

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Page

1	Corel Corporation	42	Nova Development Corporation	89	EyeWire Collection/Getty Images
10	compilation: EyeWire Collection/Getty Images	45	Nova Development Corporation	93	both: Nova Development Corporation
11	EyeWire Collection/Getty Images	46	RubberBall Productions/Getty Images	95	PhotoDisc Collection/Getty Images
13	PhotoDisc Collection/Getty Images	47	bottom: EyeWire Collection/Getty Images	99	PhotoDisc Collection/Getty Images
15	EyeWire Collection/Getty Images.	49	EyeWire Collection/Getty Images	102	Nova Development Corporation
18	Nova Development Corporation	50	EyeWire Collection/Getty Images	103	Alberta Distance Learning Centre
20	Image Club ArtRoom/EyeWire Collection/Getty Images	51	Corel Corporation	104	PhotoDisc Collection/Getty Images
21	Nova Development Corporation	52	EyeWire Collection/Getty Images	106	PhotoDisc Collection/Getty Images
22	Nova Development Corporation	55	EyeWire Collection/Getty Images	112	PhotoDisc Collection/Getty Images
23	Image Club ArtRoom/EyeWire Collection/Getty Images	58	Nova Development Corporation	114	© 2001-2002 www.arttoday.com
24	left: EyeWire Collection/Getty Images right: PhotoDisc Collection/Getty Images	62	PhotoDisc Collection/Getty Images	115	Nova Development Corporation
25	Nova Development Corporation	64	PhotoDisc Collection/Getty Images	116	EyeWire Collection/Getty Images
27	Alberta Distance Learning Centre	69	EyeWire Collection/Getty Images	119	top: EyeWire Collection/Getty Images bottom: Image Club ArtRoom/EyeWire Collection/Getty Images
28	Nova Development Corporation	70	both: Nova Development Corporation	121	EyeWire Collection/Getty Images
30	Nova Development Corporation	71	PhotoDisc Collection/Getty Images	122	EyeWire Collection/Getty Images
31	EyeWire Collection/Getty Images	72	Corel Corporation	123	Nova Development Corporation
32	PhotoDisc Collection/Getty Images	78	EyeWire Collection/Getty Images	124	Nova Development Corporation
34	Corel Corporation	79	Nova Development Corporation	125	EyeWire Collection/Getty Images
38	Nova Development Corporation	81	top: EyeWire Collection/Getty Images	126	EyeWire Collection/Getty Images
39	both: Nova Development Corporation	82	PhotoDisc Collection/Getty Images	128	EyeWire Collection/Getty Images
40	Nova Development Corporation	85	both: Nova Development Corporation	129	Alberta Distance Learning Centre
41	PhotoDisc Collection/Getty Images	86	PhotoDisc Collection/Getty Images		
		87	PhotoDisc Collection/Getty Images		

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|-----|---|-----|--|-----|--|
| 131 | Nova Development Corporation | 143 | cat: courtesy of Rachel Peterson | 165 | PhotoDisc Collection/Getty Images |
| 132 | Nova Development Corporation | 147 | all: Nova Development Corporation | 166 | Nova Development Corporation |
| 133 | Nova Development Corporation | 152 | bottom: EyeWire Collection/Getty Images | 169 | EyeWire Collection/Getty Images |
| 135 | bottom: Nova Development Corporation | 154 | top: PhotoDisc Collection/Getty Images | 170 | Alberta Distance Learning Centre |
| 137 | PhotoDisc Collection/Getty Images | 156 | EyeWire Collection/Getty Images | 171 | Nova Development Corporation |
| 138 | both: Nova Development Corporation | 157 | Nova Development Corporation | 173 | Nova Development Corporation |
| 140 | top: EyeWire Collection/Getty Images
bottom: PhotoDisc Collection/Getty Images | 158 | EyeWire Collection/Getty Images | 175 | bottom: EyeWire Collection/Getty Images |
| 141 | EyeWire Collection/Getty Images | 159 | Corel Corporation | | |
| | | 161 | EyeWire Collection/Getty Images | | |

